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ABSTRACT

The report examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act, as amended by PL 98-199, with a specific focus on activities during school year 1984-85. Data are presented regarding four major topics: (1) students receiving a free appropriate public education (factors associated with serving handicapped children who have complex needs); (2) the implementation of key provisions of the act assuring the rights of handicapped children (69% of all handicapped children reported by the states received most of their educational program in regular classes, more special education teachers and related services personnel are reported to be needed in every category); (3) assisting states and local agencies in educating all handicapped children (financial assistance figures are given for the EHA-B State Grant Program, and Special Education Programs' state program review procedures are described), and (4) efforts to assess and assure the effectiveness of programs educating handicapped children (a majority of states are in initial stages of implementing program evaluation practices). Extensive appendixes include a description of early education state grants and data tables for child count, personnel, and least restrictive environment. (CL)

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618, as amended by Public Law 98-199

Eighth Annual Report to Congress
on the Implementation of
The Education of the
Handicapped Act

Volume I

Prepared by the
Division of Educational Services
Special Education Programs

1986

U.S. Department of Education
William J. Bennett, Secretary

U.S. Office of Special Education and
Rehabilitative Services
Madeleine Will, Assistant Secretary

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Foreword

This Eighth Annual Report to Congress on the Implementation of the Education for All Handicapped Children Act examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act (EHA), as amended by P.L. 98-199, since its enactment in 1975 and, more specifically, provides a detailed examination of these activities during school year 1984-85. The report continues the trend initiated in the Sixth Annual Report to Congress of describing the Office of Special Education and Rehabilitative Services' (OSERS) gradual shift in emphasis from an exclusive concern with the procedures associated with implementation to a more balanced stance which is equally concerned with quality of special education service delivery and furtherance of the basic values and assumptions inherent in the EHA. The data presented in this report attest to the gradual but continuous progress taking place as the States overcome the individual problems and limitations that impinge upon full implementation. Barriers to full implementation remain, and continuing efforts are required at all levels of government to provide the full benefits of a free appropriate public education to all handicapped children and their parents.

This report, in order to be responsive to the additional reporting requirements established by the Congress in the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, contains a substantial amount of information about the discretionary programs authorized under EHA and their relationship to the formula grants that provide funds to the State educational agencies under EHA-B and Chapter 1 of the Education Consolidation and Improvement Act of 1981. This volume describes a number of activities supported by the discretionary programs; it also highlights a number of examples of effective interagency collaborative models which are partially supported by the discretionary programs, in cooperation with other OSERS, Federal, or State resources. A separate volume provides an index of SEP discretionary grants and contracts for fiscal year 1985, as well as other information required by the Education of the Handicapped Act Amendments of 1983.

Although the report documents that more children are being served by the States, that the quality of services provided to handicapped children is improving, and that the States continue to refine the procedural implementation required by the Act, problems remain. In particular, the implementation of the "least restrictive environment" (LRE) provisions and the responsibility to assume general supervision remain incomplete. OSERS has identified the area of LRE as a priority, with the intent to provide additional technical assistance where necessary. This report also documents the discretionary activities supported by SEP to improve the

quality and range of models available to serve handicapped children in more integrated settings. The improvements in the compliance monitoring process, described in detail in this report, and our commitment to assist the States in the development of operational standards to improve State-level monitoring of local educational agencies (LEAs), should lead to increased progress toward full implementation in these areas.

The examples of innovative research and demonstration projects, the support for the creative consolidation of Federal resources, and the substantial fiscal support for special education and related services demonstrate OSERS's commitment to assisting the States in fully implementing EHA-B and in supporting high quality practices in order to ensure a free appropriate public education for all handicapped children and youth.

Madeleine Will
Assistant Secretary for Special
Education and Rehabilitative
Services

Preface

Section 618(f)(1) of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. 1401, 1411 et seq.) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the Act. This is the eighth annual report that has been prepared to provide Congress with a continuing description of our Nation's progress in providing a free appropriate public education for all handicapped children.

Each chapter describes one of the four purposes of the Act as established by Section 601(c) of the Education of the Handicapped Act (EHA). These four purposes are (1) to assure that all handicapped children receive a free appropriate public education, (2) to assure that the rights of handicapped children and their parents or guardians are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

The information presented in this report was obtained from several sources. National statistics on numbers of children receiving special education and related services, numbers of handicapped children receiving special education in various settings, and numbers of school personnel available and needed to provide such services are reported annually to Special Education Programs (SEP) by the States. The EHA-B child count information is based on the number of handicapped children receiving special education and related services on December 1, 1984; the remainder of the information on settings and personnel was provided for school year 1983-84.

SEP's monitoring visits to the States during school year 1984-85 have provided additional national data on the progress of implementation. In addition, as a result of the reporting requirements established under the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, this report includes a substantial amount of descriptive information on the discretionary programs authorized under EHA, some of which is included in a separate volume. The report also contains information from special studies designed to describe, analyze, and disseminate findings on the progress being made to implement EHA-B.

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Executive Summary

This Eighth Annual Report to Congress examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act (EHA) (20 U.S.C. 1401, 1411 et. seq.), as amended by P.L. 98-199, since its enactment in 1975 and, more specifically, provides a detailed examination of these activities during school year 1984-85. The purposes of the Act, as stated in Section 601 (c), are

(1) to assure that all handicapped children have available to them a free appropriate public education,

(2) to assure that the rights of handicapped children and their parents are protected,

(3) to assist the States and localities to provide for the education of all handicapped children, and

(4) to assess and assure the effectiveness of efforts to educate handicapped children.

The report is submitted by the Secretary of Education in accordance with the requirements of Section 618, which are as follows:

(1) to assess progress in the implementation of this Act, the impact, and the effectiveness of State and local efforts to provide a free appropriate public education to all handicapped chidren and youth; and

(2) to provide Congress with information relevant to policymaking and provide Federal, State, and local educational agencies with information relevant to program management, administration, and effectiveness with respect to such education.

In addition, the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, have modified the reporting requirements in several respects. These modifications are included in this report, and the content of this volume, as well as the additional information in Volume II, responds to the additional 1986 reporting year requirements through the inclusion of substantial information on the discretionary programs authorized by EHA. The following sections are brief summaries of the information presented in the body of this report.

Students Receiving a Free Appropriate Public Education

Number of Students Served

States reported that 4,363,031 handicapped children were counted as receiving special education and related services under EHA-B and P.L. 89-313 during school year 1984-85. This number is slightly higher than the 4,341,399 handicapped children counted by the States the previous year. This relative stability in numbers of handicapped students counted is not unexpected, given the overall decline in the school aged population throughout the Nation.

Distribution of Handicapped Children by Age

In 1984-85, States reported data for the first time under the revised requirements of P.L. 98-199, which requires them to report the number of handicapped children served under EHA-B by age groups 3 through 5, 6 through 11, 12 through 17, and 18 through 21.

The number of handicapped children and youth reported under EHA-B in the three through five year age group increased in 1984-85 to 259,483. This increase in the count of handicapped children aged three through five is the largest increase in five years. A categories of preschool handicapped children served under EHA-B increased from 1983-84 to 1984-85 with the exception of multihandicapped. From 1976-77 to 1984-85, the number of handicapped preschoolers counted by the States has risen 32.2 percent.

As with preschool children, the number of 18 to 21 year olds counted under EHA-B has increased over the years at a significantly greater rate than the overall 3 through 21 year old handicapped population. Data reported by the States on these handicapped youth show the number of students increasing steadily since 1978-79 when this age group was first reported separately. Between 1983-84 and 1984-85, the number of 18 through 21 year olds served under EHA-B increased from 186,393 to 192,438.

Serving Handicapped Children with Complex Needs

Past reports have considered the need for increased services or the problems of service delivery for groups of handicapped students that have been presented as "traditionally underserved." This term has been applied to handicapped infants, secondary and postsecondary aged handicapped students, and seriously emotionally disturbed students, among others. A common factor among all of these groups is that they often have multiple, complex service needs that go far beyond the bounds of education or

educationally-related services. Effectively responding to this array of needs requires the coordination of medical, educational, and human service providers. Availability, access, and coordination of these human services are essential to serving and maintaining a child in the least restrictive environment.

There are certain populations of handicapped students with service needs so diverse and complex that effective services cannot be achieved unless interagency, interdisciplinary mechanisms are in place. As more interagency, interdisciplinary models for serving handicapped infants, handicapped youth, and seriously emotionally disturbed students emerge, certain factors also emerge that are considered essential for enhancing the success of these efforts:

- There must be an impetus for agencies and professionals to work together.
- Professionals from different disciplines must be trained to work cooperatively.
- There must be a mechanism for coordinating the activities of the multiple agencies and disciplines.

The Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children

Child Identification, Location, and Evaluation

This section of the report describes two emerging areas of child find which emphasize prevention: systems which identify the need for services as early as possible in the developmental process and, thereby, mitigate the necessity for prolonged or greatly concentrated services; and systems which emphasize the provision of specialized services within the general education program in order to preclude the necessity of transferring potentially handicapped children into special education programs.

The first, tracking, focuses on the developing Statewide efforts to establish systems to follow the progress of high-risk infants and young children. The impetus for developing such systems comes from the need to monitor closely the progress of newborns or infants who are not clearly disabled, but who have a profile which is predictive of high potential for developing disabling conditions. Typically, these systems tend to focus on infants, preschool children, and those children entering the primary grades. The second emerging area is directed more specifically to school aged children, and consists of a variety of options to improve the capacity of general education programs to provide services to students experiencing learning problems who have not been identified as handicapped, but who

might be able to function successfully within general education settings if effective instructional options were available.

SEAs and LEAs have initiated a variety of strategies and programs which focus on prevention. These initial efforts are taking either the form of regional or Statewide tracking systems which are generally implemented at the State level, or consist of locally designed inschool procedures to increase the capacity of general education programs to serve children with educational problems. Both of these efforts appear to hold substantial promise for maximizing the effectiveness of both general and special education programs for children experiencing educational difficulties.

Least Restrictive Environment

The vast majority of handicapped children receive special education and related services in settings that include children who are not handicapped. In 1983-84, 69 percent of all handicapped children reported by the States received most of their educational program in regular classes. Another 25 percent were educated predominantly in separate classes within regular schools. Taken together, students educated in these two types of settings with their nonhandicapped peers accounted for 93 percent of all handicapped children. The remaining 7 percent of handicapped children were educated in separate schools (6 percent) and other educational environments, such as hospitals or homes (1 percent).

The overall proportion of all handicapped children receiving EHA-B and P.L. 89-313 services within the four educational settings has remained relatively stable since 1976-77 when this information was first reported. However, changes toward providing education in more integrated settings are evident for the 6 through 17 year old age group and for those handicapping conditions--hard of hearing and deaf, orthopedically impaired, mentally retarded, and deaf-blind--that have traditionally had the fewest children placed in regular classes.

Special Education Personnel Employed and Needed

States reported that the number of special education teachers employed increased between 1982-83 and 1983-84 from 241,079 to 247,791. This represents a 2.8 percent increase in the number of teachers compared with a 1.0 percent increase in the number of students requiring special education and related services during the same period.

The number of special education teachers employed since 1976-77 has risen annually, as has the number of handicapped students. However, the number of teachers has increased at more than twice the rate at which the number of handicapped students has increased (37.8 versus 17.1

percent). For personnel other than special education teachers, the rate of increase has been even larger: 49.4 percent. These trends reflect the progress being made toward achieving the goal of providing full educational opportunity to all handicapped children. Challenges remain, nonetheless, as more special education teachers and related services personnel are reported by the States to be needed in every category.

Assisting States and Local Agencies in Educating All Handicapped Children

One of the primary goals of the EHA-B State Grant Program is to assist States and local agencies in providing a free appropriate public education for all handicapped children. This assistance is provided through two major systems: (1) financial assistance to State and local educational agencies as authorized by the Act and (2) SEP's program review process, which consists of the review of State plans and compliance monitoring.

Financial Assistance

The EHA-B State Grant Program distributes funds on an annual basis to each State based on the total number of handicapped children reported by their respective local educational agencies as receiving special education and related services on December 1 of the previous fiscal year. The funding for the EHA-B State Grant Program has increased substantially, from $251,769,927 in FY 77 to $1,135,145,000 in FY 85. These figures translate into an average per-child amount of from $72 per child in FY 77 to $276 for FY 85.

SEP Review of State Programs

State Plan Review

The Sixth Annual Report to Congress described SEP's review of FY 84-86 State Plans. Although all State Plans were approved for FY 84 funding under EHA-B, 21 States received conditional approval only, with the proviso that areas of the State Plan found inconsistent with EHA-B or implementing regulations would be corrected or modified. These changes were submitted, reviewed, and approved by September 1984, and these 21 State Plans were approved for FY 85 and FY 86 funding.

Of the 21 States, 6 revised their statutes or regulations which had been submitted as part of their State Plans under EHA-B in order to make them consistent with Federal requirements. Twelve additional States revised or modified their due process procedures by changing the reviewing official at a State level due process hearing. Of the remaining States, two

added to or improved their personnel development systems, and one developed acceptable procedures to ensure equitable EHA-B services to private school handicapped children. New Mexico, which had not previously participated in the EHA program, submitted a State Plan under EHA-B for the first time in FY 84.

In the Spring of 1986, SEP will begin implementing a staggered State Plan schedule. The authority for this action is set out in Section 76.103 of the Education Department General Administrative Regulations (EDGAR), which states:

> If the Secretary determines that the three-year State Plans under a program should be submitted by the States on a staggered schedule, the Secretary may require groups of States to submit or resubmit their plans in different years.

In order to implement the staggered State Plan procedures, States have been divided into three groups. Group I will be approved for one year (FY 87); Group II for two years (FY 87-88); and Group III for three years (FY 87-89). However, subsequent State Plan submissions for Groups I and II will be for a three year period. These groupings are based upon the monitoring schedule. It is anticipated that a staggered schedule will allow for better coordination between the State Plan and monitoring procedures by allowing States to use the results of monitoring visits to revise State Plans in a more timely manner.

Compliance Monitoring

During the school year 1984-85, OSERS undertook a substantial effort to revise and improve SEP monitoring activities related to EHA-B. This major revision of SEP procedures has established the basis for significant improvements in monitoring techniques and approaches. Although the new system is not fully developed, the Comprehensive Compliance Review component has been completed, field tested in the States of Maryland and Delaware, and implemented in six States, Guam, and the Commonwealth of the Northern Marianas.

As redesigned, SEP compliance monitoring activities will emphasize the ongoing collection, review, and analysis of information to ensure full implementation of Federal requirements at the State and local level. The compliance monitoring system will emphasize structured interaction with each SEA and will be implemented through one of five components of SEP's Comprehensive Compliance Monitoring System. The five components are:

- Annual Performance Reports and Data Review;
- State Plan Review and Approval;
- Comprehensive Compliance Review;

- Verification of Corrective Action Plan Implementation; and

- Specific Compliance Review.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

States are proceeding to implement program evaluation practices. A majority of the States are in the initial stage of planning and developing definitions. These States need assistance on ways to define effectiveness, including providing information on research based indicators of effectiveness, especially indicators that have to do with inputs and processes of special education. Another group of States have begun to experience the pragmatic problems resulting from implementing program evaluation activities and are identifying problems arising from the need for more efficiency, lack of staff to conduct program evaluation, and the difficulty of developing systems which are commensurate with the resources and circumstances inherent to large and small LEAs. These States are seeking assistance in identifying efficient and effective techniques for using extant data and reducing redundant developmental efforts and costs associated with instruments, and management information systems. SEP and the Regional Resource Center (RRC) program are serving to assist States in sharing their efforts and experiences in order to enhance the quality and success of these program evaluation initiatives.

Most States have defined the purpose of program evaluation as local program improvement. Therefore, specific procedures have often been left to LEAs to design. However, States are increasingly providing Statewide standards to be used with specific evaluation questions. From these standards and evaluation questions, LEAs are in most cases, allowed to choose the components they will address in evaluations. This procedure has benefits as an incentive for involvement of LEAs in self-evaluations, but may, in the long run, be detrimental to SEAs in attempting to aggregate Statewide information. It is expected that increasingly, States will be implementing strategies in which local data can be collected in a way that permits Statewide aggregation and use.

Students Receiving a Free Appropriate Public Education

The first of four purposes established by Part B of the Education of the Handicapped Act (EHA-B) is "to assure that all handicapped children have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs" (20 U.S.C. 1400(c)). Since school year 1976-77, States have reported the number of handicapped children receiving special education and related services by handicapping condition and age range. This information has helped to determine the extent to which the Nation's handicapped children are receiving a free appropriate public education in accordance with the Act.

The enactment of P.L. 98-199 in 1983 amended the EHA-B State reporting requirements. Prior to P.L. 98-199, child count information was reported by States for age groups 3 through 5, 6 through 17, and 18 through 21. Beginning in school year 1984-85, States are required to report child count information for age groups 3 through 5, 6 through 11, 12 through 17, and 18 through 21.

This chapter of the Eighth Annual Report to Congress describes the number of children who received a free appropriate public education during school year 1984-85 by handicapping condition and age range, including the new information on elementary- and secondary-aged students. It also reviews changes that have occurred in the number of children served since States began gathering these statistics in 1976-77.

Number of Handicapped Students

States reported that 4,363,031 handicapped children were counted as receiving special education and related services under EHA-B and P.L. 89-313, Education Consolidation and Improvement Act - State Operated Programs (ECIA (SOP)) during school year 1984-85. This number is slightly higher than the 4,341,399 handicapped children counted by States the previous school year.[1] The number of handicapped children counted by

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[1] Beginning with this report, the number of handicapped children reported reflect revisions to State data received by Special Education Programs following the July 1 grant award date and include revisions received by October 1. Previous reports provided data as of July 1 of the preceding year.

States has increased every year since 1976-77. As Table 1 shows,[2] this increase peaked during the period from 1978-79 to 1980-81, with the latest increase of 0.5 percent being the smallest to date and being just one-sixth of the 1980-81 increase. The cumulative growth in the number of handicapped children counted from school year 1976-77 to 1984-85 is 654,118, an increase of 17.6 percent.

As indicated in Figure 1, 39 States and territories reported increases in the number of handicapped children counted under EHA-B and ECIA (SOP) between 1983-84 and 1984-85. Sixteen States reported a decline in the total number of handicapped children. This decline is likely to be related to the decrease in the general school enrollment. However, this phenomenon may reverse if the school-age population increases in 1985-86 as predicted by the National Center for Education Statistics (NCES).

Number of Children Counted by Handicapping Condition

Over the years, some handicapping conditions have been more variable than the overall child count. Figure 2 displays the change in the number of children counted within each handicap category since the first child count under the P.L. 94-142 amendments to EHA-B. Trends evident in the 1984-85 child count for the nation indicate more stability in the overall 3 through 21 count for the handicapping conditions. However, the trend has been for categories such as mental retardation, speech impairment, visually impaired, and hearing impaired to steadily decrease while learning disability and emotionally impaired placements have steadily increased, surpassing the decreases in the others. The recent decrease in the rate of increase in the overall count is largely due to the declining rate of increase in the learning disability category.

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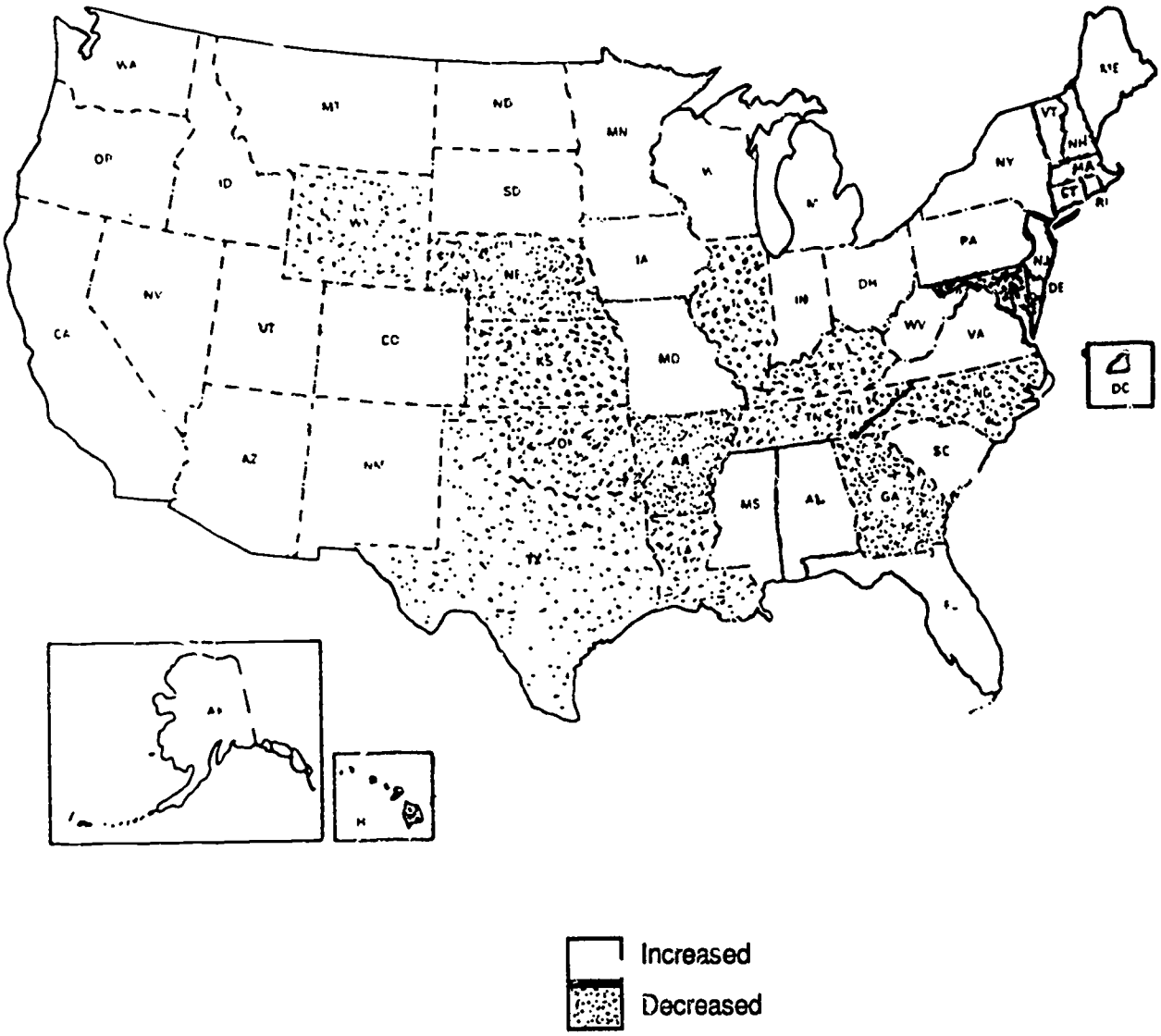
[2] The age range for handicapped children counted under the EHA-B State grant program is 3 through 21. The age range for children counted under the ECIA (SOP) is 0 through 20. ECIA (SOP) is a complementary program to EHA-B, that provides funds for handicapped children who are or have been in State-operated or State-supported schools, and is part of Chapter 1 of the Education Consolidation and Improvement Act. Tables reporting the combined child count under the two programs are labeled using the age range for the larger EHA-B program. However, some children from birth through two years of age may be included in the ECIA (SOP) child count.

Figure 1. Change in Number of Children Served Under Chapter 1 of ECIA(SOP) and EHA-B Between School Years 1983-84 and 1984-85



Increased

Decreased

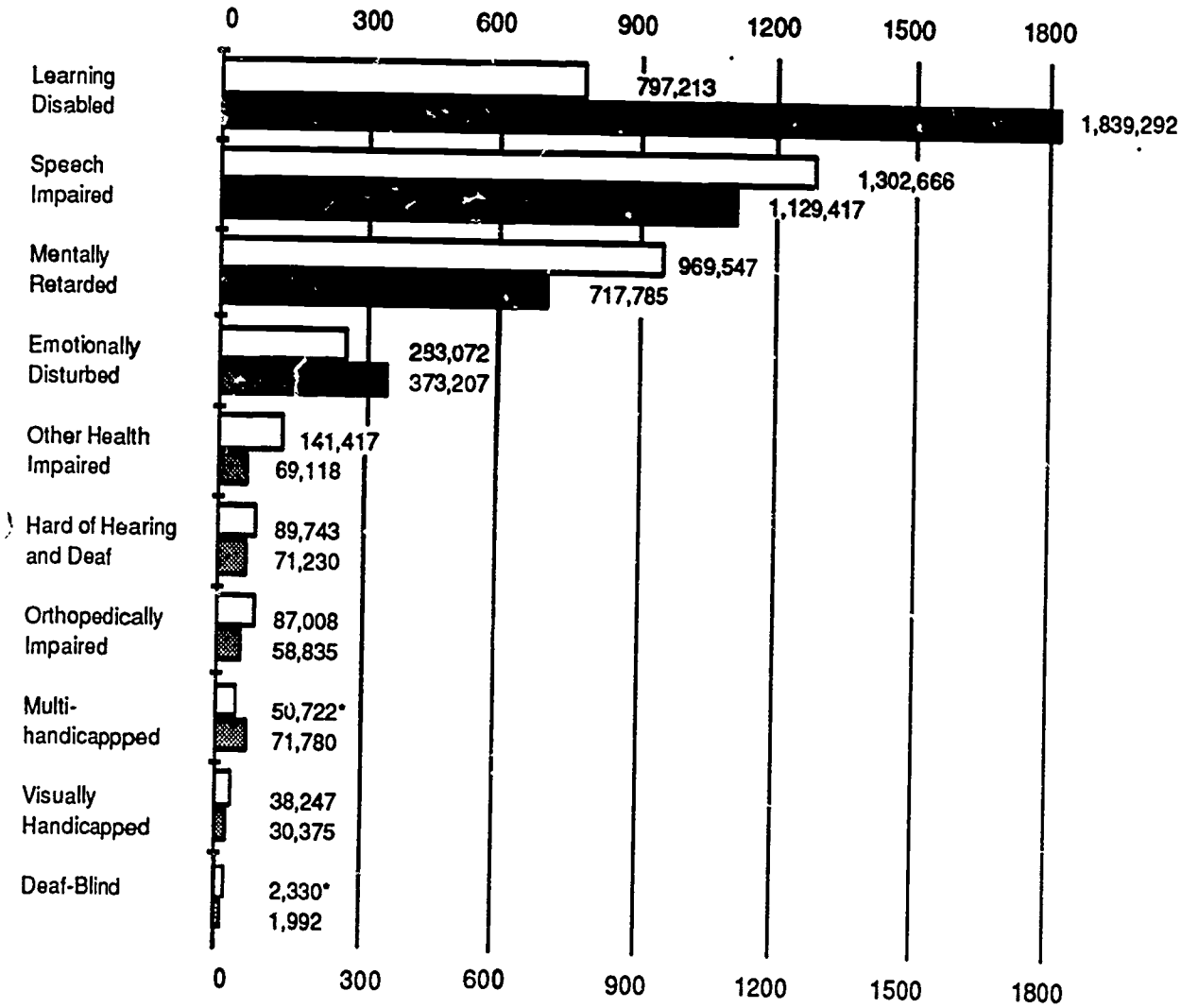
NOTES: The number of handicapped children reported did not change for Delaware.

The number of handicapped children reported decreased for American Samoa and Guam.

The number of handicapped children reported increased for the Bureau of Indian Affairs and the Virgin Islands.

No data were available for the Northern Marianas and the Trust Territories.

Figure 2. Distribution of Children Aged 3-21 Years Served Under Chapter 1 of ECIA(SOP) and EHA-B by Handicapping Condition, School Years 1976-77 and 1984-85



TOTAL:

1976-77	3,708,588
1984-85	4,363,031

LEGEND: 1976-77 1984-85

* 1978-79 data; information is not available for 1976-77, 1977-78.

Number of Learning Disabled Children Counted

In the years following the enactment of EHA-B, the most marked change in the number of handicapped children counted under EHA-B and P.L. 89-313 has been the growth in the number of children classified as learning disabled (LD), an increase of 131 percent, by far the most of any handicap category (See Figure 2). Learning disabled children presently account for 42.2 percent of the 3 through 21 handicapped population. However, the growth in the number of learning disabled children has slowed significantly in the last two years. The number of children reported as learning disabled grew only 1.5 percent, increasing from 1,811,489 in 1983-84 to 1,839,292 in 1984-85. This can be contrasted with the growth in previous years when it ranged from 3.8 percent growth between 1982-83 and 1983-84 to 21.6 percent growth between 1976-77 and 1977-78.

Previous reports discussed the reasons for the growth in the count of learning disabled children. Among the reasons cited for the large number of learning disabled children are eligibility criteria that permit children with a wide range of learning problems to be classified as learning disabled; social acceptance and/or preference for the learning disabled classification; the reclassification of some mentally retarded children as learning disabled; and the lack of general education alternatives for children who are experiencing learning problems in regular classes. However, the reduced growth in the number of learning disabled children in recent years suggests that this category may have stabilized. Federal and State efforts to ensure that children are being classified and reported appropriately and efforts to achieve greater consistency in classification and reporting among States may be contributing to this stabilization.

Number of Seriously Emotionally Disturbed Students Counted

Data reported to Special Education Programs by the States indicate that the number of seriously emotionally disturbed (SED) students receiving services under EHA for the last nine years has steadily increased from a low of 283,072 in the 1976-77 school year to a high of 373,207 in 1984-85. This represents nearly a 32 percent increase in the number of SED children served in public schools and State-supported schools during a period when public school enrollments were declining. As the number of SED students grew by nearly 90,135 during this period, only the number of children served in the learning disabled category exceeded the SED population in growth.

In a 1985 study supported by SEP, the National Association of State Directors of Special Education (NASDSE, 1985) reports an increased capacity of special education programs to serve a wider range of children with emotional and behavioral problems, due principally to the increased

TABLE 1

Number and Change in Number of Children Aged 3 to 21 Years
Counted Under Chapter 1 of ECIA (SOP) and EHA-B
School Year 1976-77 to 1984-85

School Year	Percent Change in Total Number Served from Previous Year[1]	Total Served	EHA-B	ECIA (SOP)
1984-85	0.6	4,363,031	4,113,312[2]	249,245[3]
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

1 Percent change in total number served from 1976-77 to 1984-85 is 17.6.

2 Beginning with this report the number of handicapped children reported in the past year will reflect revisions to State data received by Special Education Programs following the July 1 grant award date, and include revisions received by October 1. Previous reports provided data as of the grant award date. The EHA-B count for 1984-85 used for the 1985 grant awards was 4,123,609.

3 Excludes 411 children reported for American Samoa and the Northern Marianas.

availability of teachers and diagnostic personnel trained specifically to instruct children with emotional disabilities; the development, demonstration, and dissemination of improved techniques for identification, diagnosis, classroom management and instruction; and increased sensitivity to the needs of children with emotional disabilities and commitment to serve them. These factors may have contributed to increases in identification of SED students.

Some State Directors of Special Education reported increases in their child count data due to a reduction in services for SED children provided by other agencies (NASDSE, 1985). Some human service agencies which formerly provided services to SED children have, in recent years, limited the scope of the services they provide, or, in some cases, eliminated the provision of some services. Children who once received services from public or private long-term residential care facilities or from State mental health agencies are now entering the public school system and receiving special education and related services. In the same study, some State Directors reported that larger class sizes and reductions in support services in general education have led to increased referrals to the special education system.

Finally, State Directors reported that an increase in negative environmental conditions--a higher incidence of child abuse and neglect; an increase in the amount of time children are unsupervised, alone, and responsible for their own welfare; and changes in family structure and in societal standards and values--have contributed to greater pressures on children and youth, creating an increased population of children whose problems can be associated with these conditions.

Number of Multihandicapped Children Counted

The number of children counted as multihandicapped has grown 41.5 percent since information first became available in 1978-79. The increase has had little effect on the overall child count, however, as the present number of multihandicapped children account for only 1.6 percent of the total 3 through 21 handicapped population. Two primary reasons have been cited in previous Congressional reports for the significant growth in the number of handicapped children reported as multihandicapped. The first is intensive State efforts to identify and serve handicapped children who previously were underserved or unserved. Second, some children now being served in the public schools had previously been served by private schools or in programs administered by agencies other than a State educational agency.

Number of Mentally Retarded Children Counted

The increases in the number of learning disabled and seriously emotionally disturbed children have been partially accompanied by decreases in children reported in other handicapping categories, most

notably the category of mentally retarded. Since 1976-77, the number of children and youth being reported as mentally retarded has declined 26 percent. School year 1984-85 showed a continuing decline to 717,785 children, a decrease of 4.4 percent from 1983-84.

Possible relationships between the decrease in the mentally retarded child count and the increase in the learning disabled child count have been discussed in previous reports to Congress. In the Seventh Annual Report to Congress (1985), it was reported that some children previously classified as mentally retarded may have been reclassified as having intelligence within the normal range and hence, may have become eligible for classification as learning disabled. In addition to this, litigation has prompted the re-evaluation of minority students who were placed in classes for the mentally retarded primarily on the basis of I.Q. tests which had not been validated for placement purposes (Larry P. v. Riles, 343 F. Supp. 1306 (N.D. Cal. 1972), aff'd. 502 F.2d 963 (9th Cir. 1974). It is possible that re-evaluations of these mentally retarded children are resulting in some students being classified as learning disabled.

Number of Speech or Language Impaired Children Counted

The second largest category of handicapped children is speech or language impaired. Speech or language impaired children presently account for 25.9 percent of the 3 through 21 year-old handicapped population. The number of these children has been declining in recent years. The 1985 Report to Congress cited the diminishing general school enrollment as the major reason for the decline of the speech or language impaired population. The fact that this downward trend ceased during 1984-85 tends to confirm this explanation for the following reason. The number of speech and language impaired children decreased slightly from 1,130,569 in 1983-84 to 1,129,417 in 1984-85. However, this decrease may have been mitigated by growth in the number of preschool children (8.8 percent) while the 6 through 21 speech and language impaired population continued to decline. The National Center for Education Statistics' predicted increase in the school-age population during 1985-86 would be preceded by an increase in the preschool population. Thus, the very slight increase in speech and language impaired children seen in 1984-85 may continue to increase in the coming years as the general school-age population increases.

Numbers of Children with Other Handicapping Conditions Counted

Three other categories of handicapped children declined in number. Visually impaired children declined from 31,576 in 1983-84 to 30,375 in 1984-85, a decrease of 3.8 percent. The deaf and hard of hearing, and deaf-blind categories also declined between 1983-84 and 1984-85, with the number of hard of hearing and deaf students decreasing from 74,279 to

71,230 (4.1 percent) and the number of deaf-blind students decreasing from 2,512 to 1,992 (20.7 percent). The Department of Education is required by the 1983 Amendments to examine the number of children reported under various required State reporting systems in order to revise the deaf-blind count to reflect the most accurate data. The results of this reconciliation are reported in Appendix F. As the discussion in Appendix F suggests, the EHA-B deaf-blind count represents variations in State reporting criteria. For example, in some States these children may be reported as multihandicapped or under either of the categories blind or deaf if one of these conditions is considered to predominate.

The categories of other health impaired and orthopedically impaired children increased during 1984-85, contrary to the decline in numbers both of these groups have experienced since 1976-77. The increase in each of the categories does not appear to be due to a nationwide trend, however, but like the change in the deaf/blind category, is due to idiosyncrasies in State reporting practices.

Distribution of Handicapped Children by Age

In 1984-85, States reported data for the first time under the revised requirements established by P.L. 98-199, which requires them to report the number of handicapped children served under EHA-B by age groups 3 through 5, 6 through 11, 12 through 17, and 18 through 21. This marks a departure from the way States had reported data in the past by splitting the 6 through 17 year old school-age population into two groups. The additional information provides a more complete picture of handicapped children served under EHA-B by separating them into elementary- and secondary-age groups. In addition, for 1984-85, States were given the option of reporting data for each discrete age, i.e., three year olds, four year olds, etc. Twenty-six States elected to report by discrete age. These data are discussed in a subsequent section of this chapter. However, beginning with data reported in the 1986 Annual Report, all States are required to report by discrete age.

Table 2 shows the number of children served under EHA-B by each State for these new age ranges. The largest group of special education recipients is the 6 through 11 year-olds (1,954,664), which represents 47.5 percent of the children counted under EHA-B, followed closely by the 12 through 17 year-olds (1,706,727) which represent 41.5 percent of the count. As these data indicate, the school-age special education population is almost evenly divided between elementary and secondary levels.

The number of handicapped children and youth reported under EHA-B in the 3 through 5 year age group (259,483) represented 2.8 percent of the 3 through 5 year-old population and the 18 through 21 count (192,438) represented 1.2 percent of the 18 through 21 year-old population. Lack

TABLE 2

NUMBER OF CHILDREN SERVED UNDER EHA-B BY AGE RANGES

SCHOOL YEAR 1984-85

STATE	3-5	6-11	12-17	18-21	3-21
ALABAMA	3,047	36,756	40,823	7,389	88,015
ALASKA	633	4,469	3,206	266	8,574
ARIZONA	2,086	24,517	21,735	2,185	50,523
ARKANSAS	2,473	20,701	19,669	1,827	44,670
CALIFORNIA	21,312	189,636	148,913	15,506	366,367
COLORADO	1,899	20,638	18,467	1,688	42,692
CONNECTICUT	3,503	27,120	27,391	4,252	62,266
DELAWARE	805	4,923	5,144	483	11,355
DISTRICT OF COLUMBIA	515	1,642	1,073	170	3,400
FLORIDA	7,307	79,369	63,207	5,971	155,854
GEORGIA	4,710	46,778	44,008	3,948	99,444
HAWAII	512	5,396	5,549	344	11,801
IDAHO	1,253	9,086	5,971	1,466	17,776
ILLINOIS	23,572	101,699	78,713	7,040	208,024
INDIANA	4,865	54,217	34,533	2,658	96,273
IOWA	5,497	25,604	23,079	2,727	56,907
KANSAS	2,488	20,497	15,284	1,299	39,568
KENTUCKY	4,005	37,184	27,931	2,671	71,791
LOUISIANA	6,072	31,456	34,607	4,454	76,589
MAINE	2,405	12,515	10,064	1,012	26,056
MARYLAND	5,930	40,246	37,337	4,848	88,361
MASSACHUSETTS	6,534	55,860	58,349	5,228	125,971
MICHIGAN	12,572	67,799	62,902	7,300	150,573
MINNESOTA	8,323	35,680	33,035	3,104	80,142
MISSISSIPPI	1,492	28,311	18,692	2,384	50,879
MISSOURI	6,449	48,370	37,409	3,575	95,803
MONTANA	1,565	7,777	5,384	576	15,302
NEBRASKA	2,761	14,523	11,429	1,246	29,959
NEVADA	799	6,731	5,538	401	13,469
NEW HAMPSHIRE	1,011	6,153	6,403	569	14,136
NEW JERSEY	12,180	81,890	60,966	6,727	161,763
NEW MEXICO	1,210	13,165	12,117	1,294	27,786
NEW YORK	7,243	104,037	125,556	14,277	251,113
NORTH CAROLINA	6,157	52,141	52,098	5,605	116,001
NORTH DAKOTA	948	6,168	3,854	387	11,357
OHIO	7,699	94,210	82,622	7,556	192,087
OKLAHOMA	5,703	32,990	23,100	1,744	63,537
OREGON	1,393	22,568	16,892	1,544	42,397
PENNSYLVANIA	8,535	87,525	73,526	9,098	178,684
PUERTO RICO	1,742	8,731	18,463	10,261	39,197
RHODE ISLAND	1,180	8,252	7,989	738	18,159
SOUTH CAROLINA	5,000	34,407	28,928	3,196	71,531
SOUTH DAKOTA	895	6,938	3,651	969	12,453
TENNESSEE	7,570	45,607	39,302	5,077	97,556
TEXAS	19,570	138,337	112,304	12,551	282,762
UTAH	2,364	24,390	12,470	891	40,115
VERMONT	478	4,162	2,969	237	7,846
VIRGINIA	9,798	43,171	43,172	4,464	100,605
WASHINGTON	4,990	30,098	26,634	2,387	64,109
WEST VIRGINIA	2,293	19,882	17,960	2,385	42,520
WISCONSIN	8,337	30,241	30,089	3,771	72,438
WYOMING	392	5,234	3,685	360	9,671
AMERICAN SAMOA	0	35	75	6	116
GUAM	113	682	759	51	1,605
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	238	3,150	1,701	275	5,364
U.S. & INSULAR AREAS	259,483	1,954,664	1,706,727	192,438	4,113,312

DATA AS OF OCTOBER 1, 1985.

of comprehensive services for handicapped children and youth 3 through 5 and 18 through 21 years of age has been cited as a problem in several previous reports to Congress. The most recent data show that the number of younger and older handicapped children and youth reported to be receiving special education and related services has been steadily rising at a much faster pace than the 6 through 17 year old handicapped population. For example, in 1984-85 the 3 through 5 count rose by 6.7 percent from the previous year and the 18 through 21 count rose by 3.2 percent, while the 6 through 17 count rose less than 0.1 percent.

Number of Preschool-Aged Handicapped Counted

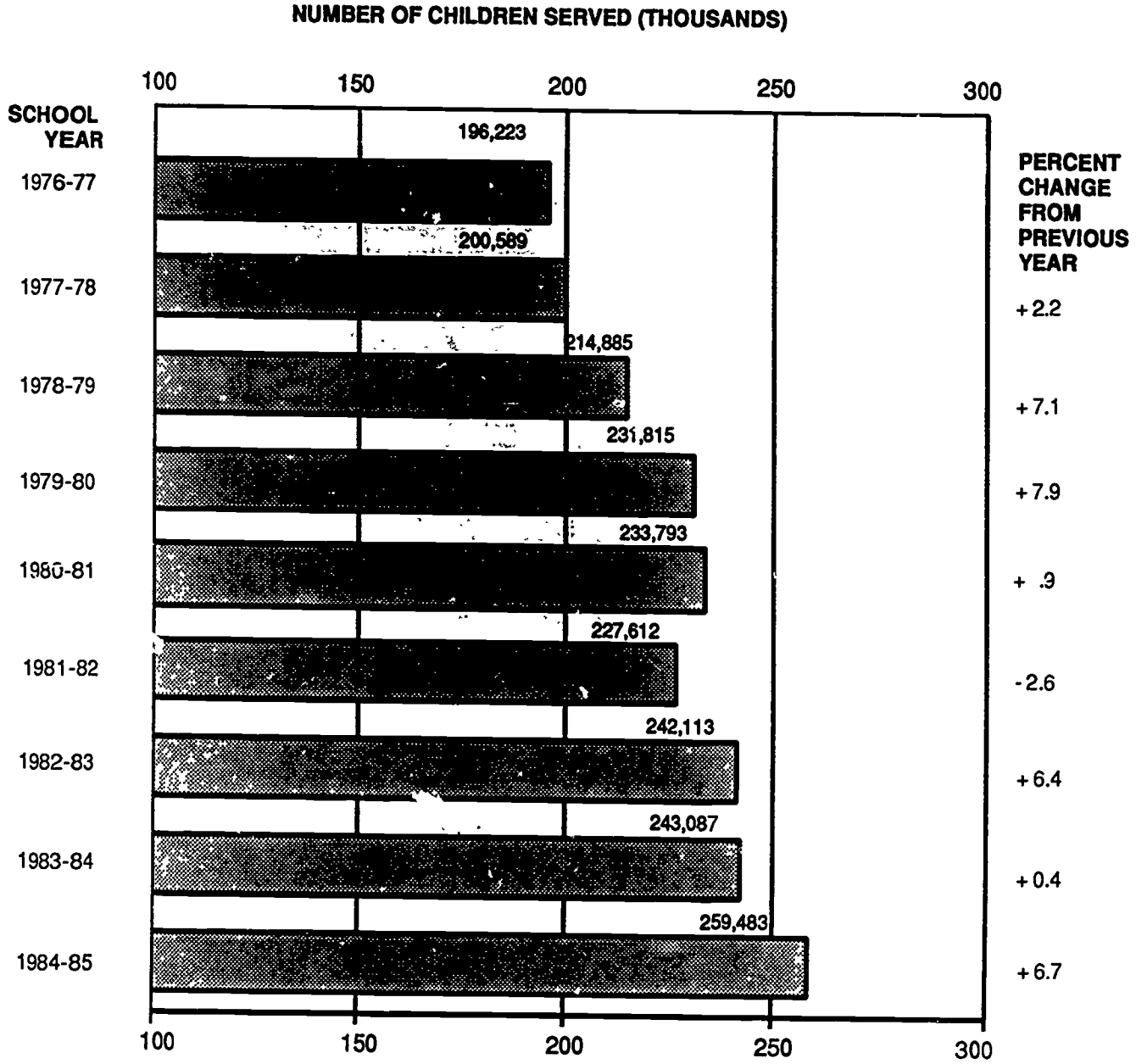
The increase in the count of handicapped children aged three through five is the largest increase in five years (see Figure 3). Forty-five States and territories contributed to the increased number of preschool children. All categories of preschool handicapped children served under EHA-B increased from 1983-84 to 1984-85 with the exception of multihandicapped. From 1976-77 to 1984-85, the number of handicapped preschoolers receiving services has risen 32.3 percent. This increase has been concomitant with an increase in the number of States mandating services to them. Forty-two States presently mandate special education and related services to some portion of the birth through five year old handicapped population, with those States that mandate services reporting a higher percentage of children served. Nineteen States mandate services for all three through five year-olds, while 23 States mandate services for some portion of the three through five year old population.

Number of Secondary-Aged Handicapped Counted

As with preschool children, the number of 18 through 21 year-olds counted under EHA-B has increased over the years at a significantly greater rate than the overall 3 through 21 year old handicapped population. Data reported by States on these handicapped youth show the number of students increasing steadily since 1978-79 when this age group was first reported separately. (See Figure 4.) Between 1983-84 and 1984-85, the number of 18 through 21 year-olds served under EHA-B rose from 186,393 to 192,438. Thirty-one States and territories contributed to this growth.

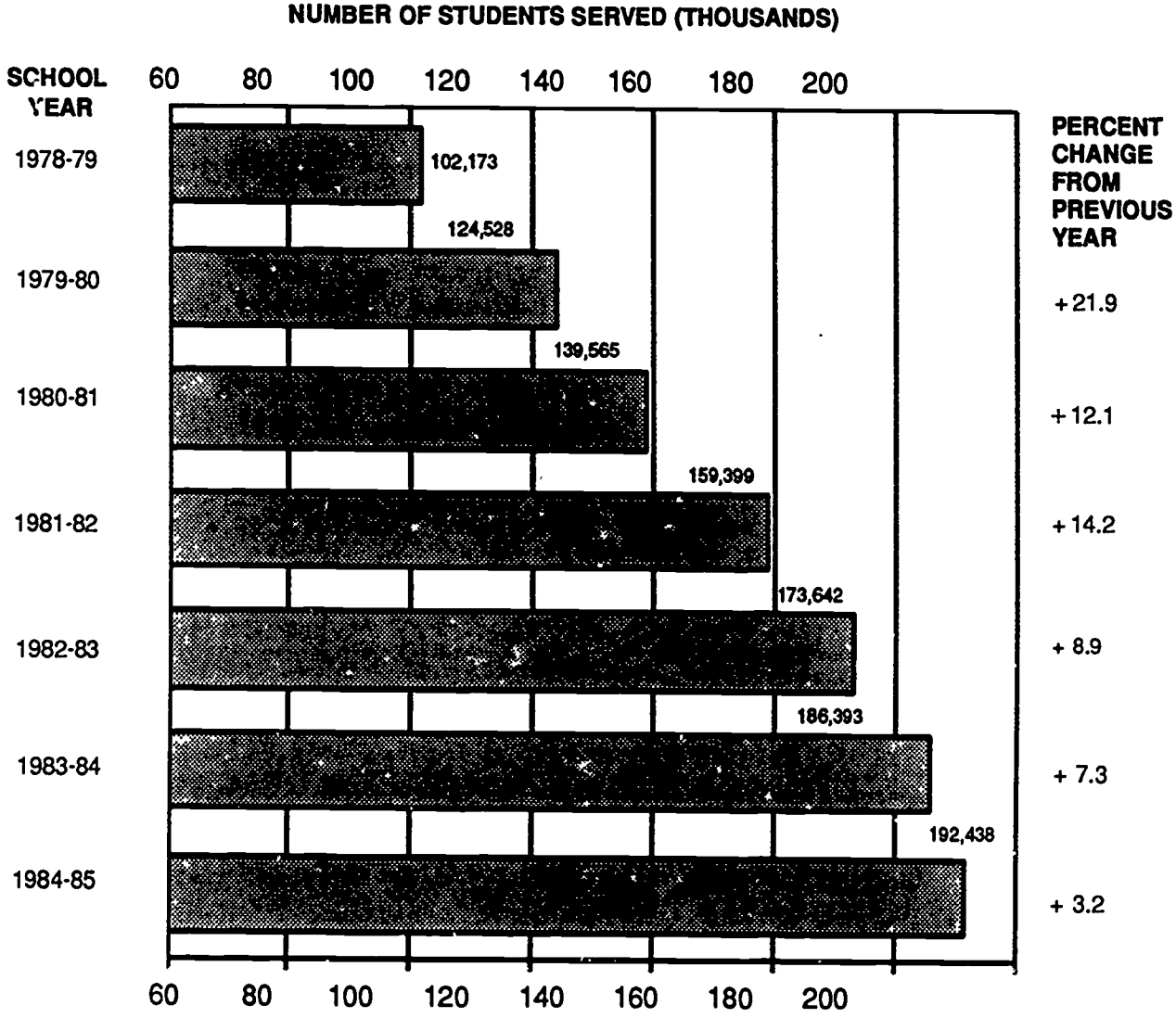
The rate at which the number of 18 through 21 year-old handicapped students receiving EHA-B services is growing has slowed in recent years. Yet even with a reduced rate of growth, this population has increased more dramatically than any of the other age groups. From 1978-79 to 1984-85, the number of 18 through 21 year-olds receiving services increased 88.3 percent. Hence, while the actual number of postsecondary students is still quite small compared with other age groups, it has nonetheless nearly doubled over the past six years.

Figure 3. Number and Percent Change in Preschool Handicapped Children Served Under EHA-B from 1976-77 to 1984-85



From 1976-77 to 1984-85 the percent change is +32.2.

Figure 4. Number and Percent Change in Postsecondary-Aged Students Served Under EHA-B from 1978-79 to 1984-85



From 1978-79 to 1984-85 the percent change is +88.3.

One important reason why this traditionally underserved population has grown so rapidly is the increase in the number of States mandating services through the age of 21 (and in some cases beyond the age of 21). Currently, all 50 States and the District of Columbia mandate that some portion of their 18 through 21 year-old handicapped population receive services; 28 of these States mandate services through the age of 21.

Figure 5 depicts the distribution of handicapped children and youth for each discrete age for the 26 States who reported their EHA-B count in this manner. As can be seen in the figure, there is a sharp increase in the number of children counted under EHA-B which begins at three and peaks at age seven when the majority of children are in the first or second grade of elementary school. The number of children then declines slowly but steadily through the elementary years. At age 13 there is a slight increase and then the numbers decline at an accelerated rate through secondary school with substantial decreases at age 17 and again at 18, when many children leave school.

The data reported by these 26 States show a dramatic increase in the count at age five, which suggests that large numbers of children are identified after they begin school. These data indicate that the percent of children counted within the three through five age range is not uniform. This suggests that efforts to increase services to this population may need to focus more directly on the three and four year old groups.

The rapid reduction in numbers beginning at age 17 is more difficult to interpret. Many handicapped youth may graduate from school systems beginning at this age. However, many others may exit prior to the completion of the secondary program. SEP is now collecting data, based on the requirements of P.L. 98-199, on the number of handicapped youth who exit as well as the reason for exit. These data will be reported beginning with the 1987 Annual Report.

Number of Children Served by Age and Handicapping Condition

Clearly, the prevalence of each handicapping condition varies with age. However, the handicapping conditions do not vary uniformly. Table 3 shows the number of handicapped children by age range and the four handicapping conditions that contain the largest number of handicapped children and youth.

Starting with the three to five year-olds, the vast majority of preschoolers receiving EHA-B services during 1984-85 were speech or language impaired (183,021 or 70.5 percent). The profile changes for the 6 through 11 year-olds. In 1984-85, speech or language impaired continued to be the category with the most children (798,887) but its number dropped to only 40.9 percent of handicapped elementary school children

Figure 5. Number of Students Served Under EHA-B by Age in 26 States School Year 1984-85

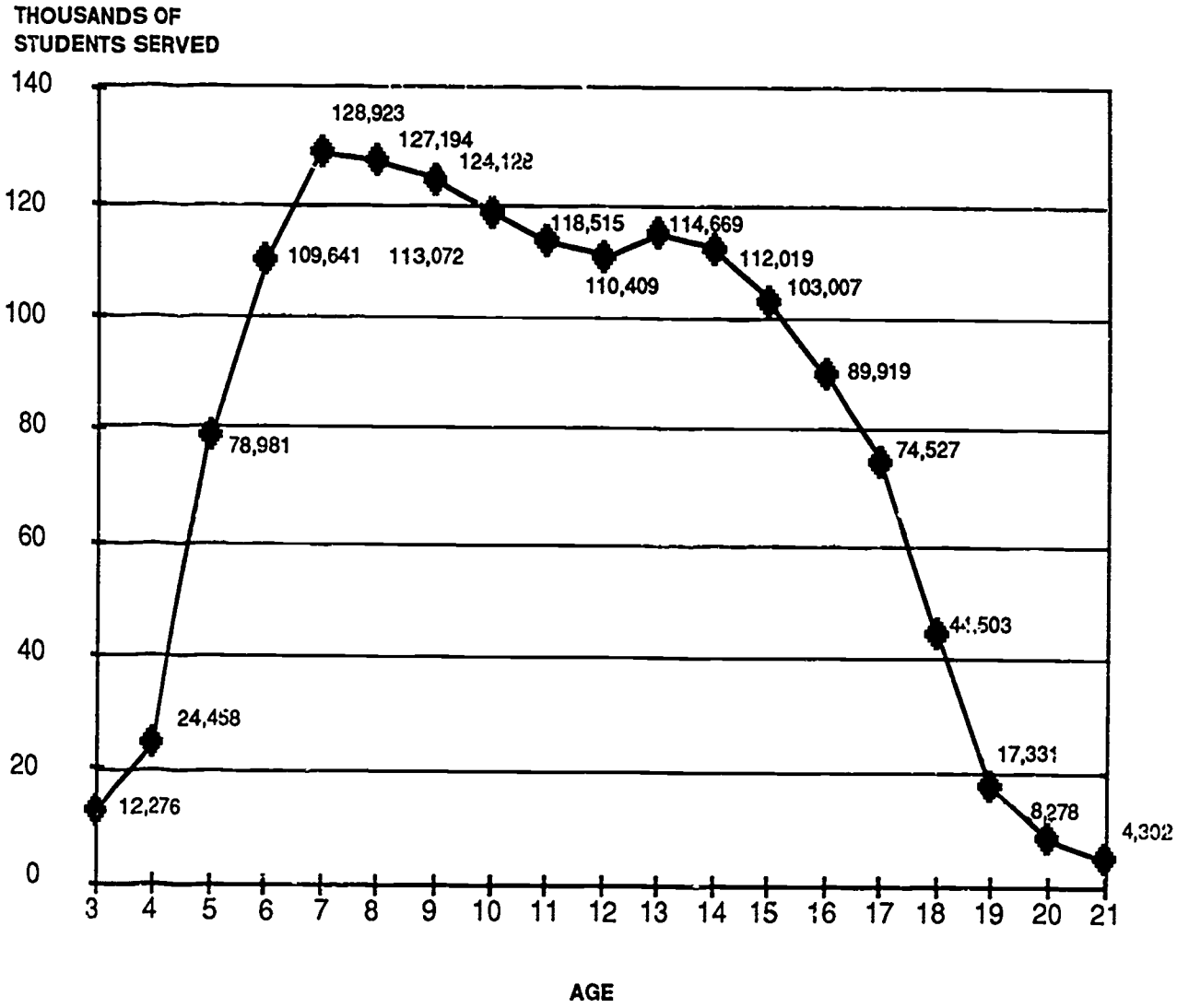


TABLE 3

Number and Percentage of Children Served Under EHA-B by Age Range for Four Handicapping Conditions

School Year 1984-85

Handicapping Condition	3-5	%	6-11	%	12-17	%	18-21	%	3-21	%
Emotionally disturbed	6,245	2.4	119,538	6.1	187,874	11.0	16,778	8.7	330,408	8.0
Learning disabled	20,219	7.8	748,748	38.2	974,858	57.0	74,483	38.7	1,818,308	44.1
Mentally retarded	20,307	7.8	198,632	10.1	328,629	19.2	75,939	39.5	623,507	15.1
Speech or language impaired	183,021	70.5	800,268	40.9	125,294	7.3	3,666	1.9	1,112,249	27.0
All conditions	259,483	100.0	1,957,281	100.0	1,708,510	100.0	192,438	100.0	4,117,712	100.0

while the number of learning disabled children grew to 38.3 percent. Data gathered in 1984-85 by 26 States that reported by discrete age showed the number of speech or language impaired children peaking at age six and then decreasing rather dramatically starting at age eight. The number of learning disabled children continued to increase at each age throughout the elementary years. In the 6 through 11 year-old age group, the numbers of learning disabled and speech or language impaired students were almost equal; however, the profiles differ substantially across each discrete age.

The learning disabilities category was the most prevalent handicapping condition nationwide in the 12 through 17 year-old EHA-B population. This category of students accounted for 57.1 percent of the secondary handicapped population. The data from 26 States show that the number of learning disabled students peaked at age 13 and then decreased fairly uniformly through age 17. The next largest category of students in 1984-85 was the mentally retarded, comprising 19.2 percent of the 12 through 17 year-old handicapped population. The number of speech or language impaired students was much lower for this age group, dropping below even the number of seriously emotionally disturbed students.

The most prevalent handicapping condition of the 18 through 21 year-old population receiving EHA-B services was mental retardation. Based on the discrete age data from 26 States, mental retardation surpassed learning disabilities in prevalence at age 19. Mentally retarded students represented 39.5 percent of the 18 through 21 year-old handicapped population in 1984-85. However, nearly as many of the 18 through 21 year-old students were classified as learning disabled, a total of 38.7 percent.

Summary

The number of handicapped children and youth who were counted as receiving special education and related services for the 1984-85 school year suggests that the overall count has stabilized. This is particularly true for handicapped children between 6 and 17. However, within the count, categories such as mental retardation, hearing impaired, and visually impaired have been decreasing, but these decreases have been offset and surpassed by increases in the learning disabled category. This category has also been increasing at a declining rate over the last two years. Increases in the number of 3 through 5 year old and 18 through 21 year old children counted also continues. Changes in the data available will permit analysis and reporting of growth in the number of children counted for each discrete age. Future reports will also discuss data on the number of handicapped children who exit from school as well as the reason for exiting.

Serving Handicapped Students With Complex Needs

In spite of the substantial progress made over the 10 years since the enactment of EHA-B in providing a free appropriate education to all handicapped children, challenges in providing special education and related services continue to exist.

Past reports have considered growth in services or the problems in service delivery for groups of handicapped students that have been presented as "traditionally underserved". This term has been applied to handicapped infants, secondary and postsecondary-aged handicapped students, and seriously emotionally disturbed students, among others. A common factor among all of these groups is that they often have multiple, complex service needs that go beyond the bounds of education or educationally related services. Effectively responding to this array of needs requires the coordination of medical, educational, and human service providers. Availability, access, and coordination of these human services are essential to serving and maintaining a child in the least restrictive environment.

The wide range of needs combined with multi-agency, multi-disciplinary responsibility has made these populations particularly difficult to serve. There are, however, emerging models and approaches for improved services for handicapped infants, handicapped secondary-aged youth, and seriously emotionally disturbed students. These models entail cooperation and coordination among disciplines and agencies, and are presented in the sections that follow.

Meeting the Complex Needs of Handicapped Infants

Services for handicapped infants (birth to two years) and infants at-risk (of developing handicapping conditions) are expanding. States reported that in the 1979-1980 school year a total of 3,080 handicapped infants received services. In the 1984-1985 school year, States reported that 35,795 handicapped infants received services, an increase of more than elevenfold in the number of infants receiving services.

Several factors contribute to this service expansion. First, P.L. 98-199 permits States to use all or part of their Preschool Incentive Grants to provide services for handicapped infants (prior to the passage of P.L. 98-199, the grants were restricted to services for three to five year olds). Second, there is evidence that under certain conditions early intervention programs accelerate handicapped children's development and reduce the effects of handicapping conditions (Casto and Mastropieri, in press; White and Greenspan, in press). Studies have also found that students require a reduced level of services in later years when these students receive preschool services (Weiss, 1981). Several studies

supporting this evidence were discussed in previous reports to Congress. In recognition of this evidence, an increasing number of public, private, and voluntary agencies and organizations are establishing programs for handicapped infants and their families. At least eight States now mandate services for handicapped infants, other States are considering such mandates, and still other States have been steadily lowering the age at which handicapped children must or may be served. Finally, the knowledge bases and approaches of the individual disciplines of medicine, allied health, education, and social services are being merged into comprehensive and more effective service models for serving this population.

Dunst, Snyder and Mankinen (in press) have identified four groups of infants that should receive early intervention services: those at risk because of environmental factors (e.g., poor conditions or rearing); those at risk because of biological factors (e.g., Down's Syndrome); those at risk because of medically-related factors (e.g., prematurity); and those at risk because of family or systemic factors (e.g., parental alcohol or drug abuse). These groups are not mutually exclusive; so identifying, planning, and providing intervention services represents a complex service delivery problem. Further, although each group (and each infant and family within each group) may require different kinds of services, most will require an interdisciplinary array of services. Professionals from medicine, allied health services, education, and social services are all needed to provide the services required by handicapped infants and their families. Moreover, it is increasingly recognized that for services to be delivered in an effective and timely manner, there must be interagency/interdisciplinary cooperation at community, State, and Federal levels. Since the late 1960s, when Federal efforts to stimulate services to young handicapped children were initiated, interagency cooperation has been an increasingly important component of early intervention programs funded under Federally supported demonstration activities. At the level of service provision, the need for interagency and interdisciplinary cooperation is manifested in three areas: (1) the process of infant referral, screening, diagnosis, and evaluation; (2) the provision of intervention services; and (3) the preparation of personnel to deliver intervention services. The following sections describe the role of interagency and interdisciplinary cooperation in each of these three areas and provide examples of models that have been implemented.

Referral, Screening, Diagnosis, Evaluation and Tracking

Scott and Hogan (1982) have described the primary sources of referral that lead to the early identification of handicapped infants. These referral sources include primary health care providers, such as neonatologists, pediatricians, and general medical practitioners who identify newborns having obvious disabilities; agencies or clinics which, though perhaps established for other purposes, come into contact with families having a handicapped or at-risk infant; social service providers, such as social workers or public health nurses who, in conducting visits to the homes

of newborns, identify handicapped infants or home conditions that are not conducive to the child's health or development; and community referrals, in which community members are requested, through media notices, surveys or letters, to refer families having handicapped or at-risk infants to service agencies.

Following referral, interdisciplinary cooperation is necessary to conduct screening, diagnosis, and assessment procedures. Specialists in various areas of child health and development contribute their expertise to assessing the child's developmental status. The effort of this team of specialists begins with conducting screening procedures to determine if the infant's developmental status is such that further assessment is indicated. If so, diagnostic procedures are administered to more precisely determine the infant's developmental problems and to plan a specific intervention program. In performing this process, the skills of various specialists (e.g., audiologist, physical therapist, educator, social worker, pediatrician) are needed to develop a comprehensive assessment and prescription of the infant's development and an appropriate intervention program. In some instances, immediate intervention may not be required, but the infant is followed on a regular basis through various tracking procedures. The following examples illustrate national progress being made to implement systematic tracking procedures for at risk infants.

- The Maryland High-Risk Infant Follow-Up Program has been operational in three select areas of the State since July 1983. The project is conducted by the University of Maryland's Department of Pediatrics in collaboration with three local health departments, six Regional Intensive Care Nurseries, the University's Department of Epidemiology and School of Nursing, and the Regional Center for Infants and Young Children of Maryland, Virginia, and the District of Columbia. The goal of the project is to establish interagency coordination and systematic follow-up of high-risk infants in their home communities after their discharge from Maryland Regional Intensive Care Nurseries. The project seeks to ensure that all infants at risk and their families receive early and ongoing support, including assessment and intervention through a coordinated system of community resources. The Health Department, at the State and local level, is the designated lead agency for the coordination of care, with responsibility for interagency coordination and ongoing services, including systematic follow-up, assessment, referral, data collection, and reporting.

- The purposes of the Iowa High-Risk Infant Follow-up Program, begun in 1978, are to identify the developmental and special health needs of infants at developmental risk, initiate referrals to appropriate agencies if evaluation and remediation are required, offer support to parents, and

facilitate the family's use of community resources. The program has been a natural outgrowth of earlier efforts to improve perinatal health care in Iowa. Serving primarily as a screening and referral program for children born with biological and other risk factors, it is reaching 80 percent of eligible children, based upon the established risk criteria. Infants who meet certain established biological risk factors are enrolled in the program while still in the nursery. The screening at 4, 9, 18, and 30 months of age consists of a standardized developmental test and a physical examination administered by a pediatric nurse. The purpose of the program is to identify infants requiring additional assessment or health care services and to assist families in locating services.

Intervention Services

The educational part of early intervention broadly refers to a program of enrichment designed to provide optimal and developmentally appropriate activities to accelerate the infant's development or to lessen the effects of the handicapping condition. In total, the intervention program may consist of continuing medical care, physical therapy, family counseling, parental training, and/or other special services (in addition to the educational component) that emanate from the diagnosis and assessment of the child. This total intervention program requires an interdisciplinary orientation to services and interagency coordination to assure that all appropriate services are provided.

The Handicapped Children's Early Education Program is supporting several projects that are developing interagency/interdisciplinary service models that can be adopted by other agencies. Examples follow:

- A demonstration project at the UCLA Department of Pediatrics is developing a model for serving chronically ill infants (and young children) and their parents. The services are provided by an interdisciplinary team, and the infants' medical needs are met through continuous input from medical professionals. In addition to developing the model program, project personnel plan to develop a curriculum for training hospital staff in providing services to chronically ill infants.

- A demonstration project at the University of California-San Diego is developing a model for serving preterm infants who have sustained varying grades of intra-ventricular hemorrhage. The focus of the project is the coordination of medical, allied health, and educational services for the infant. Follow-up services are provided

by teams of physicians, nurses, and educational specialists who plan and implement a developmental program for each infant and family.

- A demonstration project at the Maine Department of Mental Health and Mental Retardation is developing a model program that provides interagency and multidisciplinary services to handicapped infants and families. The goal of the project is to develop a comprehensive service system that uses existing service providers. The model is being developed by staff from Maternal and Child Health, Public Health Nursing, Social Services, Special Education, and Mental Health.

- A demonstration project at Meyer Children's Rehabilitation Institute (University of Nebraska Medical Center-Omaha) is developing a model program for handicapped infants which consists of interdisciplinary assessment and intervention services. Parents are given extensive training to enable them to provide interventions that facilitate the development of their infants.

- A demonstration project at the University of Washington is developing model strategies to ensure successful collaborative efforts of child service agencies across the State. The focus of the project is to develop and field test specific, low cost procedures that will help coordinate education, health, and social services. Training materials are being developed and field tested to accompany the model strategies.

Personnel Preparation

Although there are variations in the competencies believed to be needed by infant intervention personnel, there is general agreement that meeting the diverse needs of handicapped infants and their families requires the coordination of many disciplines and agencies. For example, from a recent survey of college/university personnel training programs, Bricker and Slentz (in press) found unanimous agreement among respondents that interagency/interdisciplinary coordination is an important component of preservice training programs. Further, personnel who deliver intervention services to handicapped infants and their families must have a broad spectrum of skills (including the ability to communicate and coordinate with other team members), as well as access to other specialists who are uniquely qualified to deliver particular services for the benefit of the child and the family.

Special Education Programs' Training Personnel in Education of the Handicapped Program (EHA, Part D) is supporting several institutions of higher education in their training of special education and related services personnel to serve handicapped infants and their families. Examples of such institutions are Appalachian State University, which is training family and infant specialists; University of North Carolina-Chapel Hill, which is training physical therapists; State University of New York at Buffalo, which is training nurses; and East Tennessee State University, which is training nurses and social workers.

The Challenge

As more and more communities establish services for handicapped infants and their families, interagency/interdisciplinary cooperation is becoming increasingly recognized as fundamental to successful service delivery. Indeed, most professionals believe that comprehensive service systems are crucial if the immediate and diverse needs of these infants and families are to be appropriately met. In part, the impetus for establishing interagency agreements and comprehensive service systems comes from the collective experience of many professionals who have discovered that a single agency/single discipline orientation to service is simply inadequate. Many handicapped infants and their families who are characterized as at-risk can also be described as multi-risk, and multi-service plans must necessarily be developed and implemented. As service programs for handicapped infants and their families expand, the major challenge is to establish and maintain a high degree of service quality. Interagency/interdisciplinary cooperation is key to the quality of these programs.

Meeting the Complex Needs of Handicapped Youth in Secondary Schools

Over the last decade, expanded services for handicapped students have provided them with a better foundation for developing productive, independent adult lives. However, to move successfully into adult life, these students will need to have acquired the knowledge and skills necessary for employment and independent living. Students with more severe disabilities will also need to have developed relationships with a range of adult service providers. The complexity and diversity of transitional needs and the wide range of service providers can make the coordination and delivery of transitional services difficult.

Multidisciplinary programming and coordination of a host of educational, vocational, and related services are key elements in the provision of quality, appropriate, and comprehensive services to meet the complex needs of handicapped youth. A multidisciplinary approach that encompasses the coordination of services available from school personnel, adult service providers, employers, private and public agencies, and

advocacy groups is vital if a foundation built upon secondary education and bridges leading to higher education, work, and adult life are to be provided.

Interagency coordination is a means of providing comprehensive vocational services to every handicapped student, and ensuring that handicapped persons receive all of the appropriate services for which they are eligible under the Federal and State statutes in special education, vocational education, and vocational rehabilitation. A recent study by Decision Resources Corporation (1985) has shown that interagency coordination is considered a necessary feature of quality service delivery if vocational services are to facilitate the movement of handicapped persons from education to employment.

The development of interagency linkages among school, vocational rehabilitation, adult community service providers and the private sector is critical to achieving the availability, access, and coordination of transitional services. Successful transition of handicapped youth requires effective secondary programs which provide students with the foundations for independent living and productive work careers in accordance with their needs and aspirations. The transitional needs of handicapped students are diverse: some individuals require few services, while others need an extremely complex array of multiple services delivered by a broad spectrum of agencies.

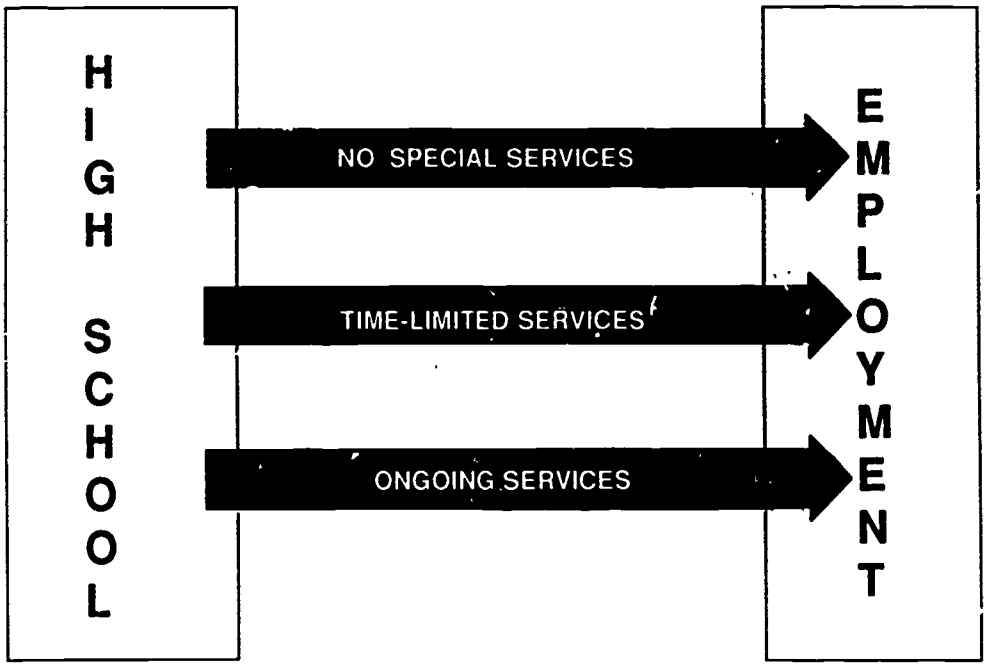
This section describes national efforts being made to provide secondary and transitional services to handicapped youth. These efforts are summarized within the conceptualization of secondary and transition services developed by the Office of Special Education and Rehabilitative Services (Will, 1985). The options available to students in transition are described as three spans which differ in the extent and nature of services required by the handicapped individual in order to successfully bridge the transition from school to work (see Figure 6). Following the completion of a secondary school program, the student may make the transition from school without special services (only those available to the population at large); with time-limited transitional services leading to independent employment; or with ongoing services, in the case of more severely handicapped individuals who may be unable to assume unsupported work roles.

The following section will describe the critical linkages between disciplines and agencies as well as providing examples of the kinds of service coordination that have been developed in some places.

Secondary School Programming

To improve the preparation of handicapped youth for employment, school systems must renew their efforts to develop cooperative programs between vocational education, special education, and vocational

Figure 6. Major Components of the Transition Process



rehabilitation. Within the school's vocational preparation program, improvement of community-based job training is also necessary to prepare handicapped youth for the world of work.

Recently, Harold Russell Associates, Inc. of Waltham, Massachusetts, conducted a nine-site field study of exemplary State and local vocational programs. Findings of the study indicate that there is no single model for successfully coordinating vocational services. Certain trends are emerging, however, which have implications for transitional programming. Following are examples taken from the Harold Russell Associates report (1985) that illustrate the ways in which State and local educational agencies are utilizing interagency programming and coordination to meet the complex needs of secondary-aged handicapped youth.

- A growing number of programs are focusing on ways to increase the participation of handicapped students in vocational education. Examples are found in North Dakota and in Missouri. In Fargo, North Dakota, special education teachers and vocational education teachers are working together to adapt vocational offerings. Members of the vocational education staff who are also trained in special education, called vocational resource educators, provide the primary link between special education and vocational education. The critical role of the vocational resource educator is to serve as a liaison to special education and to participate in all IEP meetings involving vocational programming. Then the vocational resource educator works with vocational education teachers to assist them in providing the vocational programming specified in the IEP and to orient them to the special needs of handicapped students.

  Vocational resource educators also assist in curriculum modification and work with special education teachers to integrate vocational and academic programming. Such "boundary crossing" staff positions are crucial to the coordination of complementary service delivery.

  Missouri LINC is a State supported project designed to foster the participation of handicapped youth in vocational education. Jointly funded by the Missouri Division of Special Education and the Division of Vocational Education (Special Needs Program), the project is managed by the University of Missouri's Columbia Department of Special Education and Practical Arts and Vocational-Technical Education. The main objective of LINC is to provide information to local educational agency personnel about the acquisition of assistive and adaptive devices for special education students in order to enhance their

ability to participate and benefit from vocational education programs.

- Many high schools are beginning to coordinate academic, vocational, and work-study opportunities into an integrated program for handicapped youth. Traditionally, secondary programs have been designed in a manner where academic, vocational, and work-study opportunities have been provided in a sequential fashion. That is, a student must first achieve a specified level of academic competence before enrolling in vocational courses, which precede enrollment in work-study opportunities. A change is evidenced in the way secondary schools are integrating these three educational programs so that academic, vocational and work-study opportunities are provided concurrently.

  For instance, in the Ford-Iroquois School District, Illinois, the work experience program is an integral part of vocational programming. The private sector has worked cooperatively with the school system to create and coordinate work-study programs that permit vocational education courses to complement and build upon the handicapped students' work-study experiences. In addition, the program has resulted in job placement opportunities as the students exit school.

  The Cooperative School-Work Program in the St. Joseph School District in Northwestern Missouri offers on-the-job training and part-time or full-time employment through its program. Special education students earn school course credits for off-campus supervised vocational and job training experiences.

- Vocational assessment is assuming a more important role as schools include vocational objectives in the IEP. Schools are developing vocational assessment techniques for use with handicapped students. An example of this expansion in vocational assessment is described below.

  The North Orange Regional County Occupation Program (NOCROP) manages and operates California's Work Ability Project. The NOCROP Vocational Assessment Center offers a two-day evaluation for all Work Ability Students. The evaluation report that results from this assessment is used in channeling the student into appropriate skill training and may be incorporated into the IEP to aid in the specification of vocational goals.

These examples show some of the efforts of our nation's secondary programs to integrate handicapped students into vocational education programs. The expansion of educational opportunities for handicapped youth is facilitated by strategies that utilize school staff as boundary crossers to coordinate the delivery of special and vocational education services. Vocational education for handicapped students has been improved by coordination among academic, vocational, and work-study programs. Finally, improved vocational assessment services provide the basis for planning and coordinating services tailored to the needs and aspirations of individual handicapped youth.

Transition Programming

Developing a comprehensive array of transition services to meet the needs of all handicapped youth requires a community to coordinate a complex human service delivery system. The range of transition service needs extends from no special support services to time limited to ongoing service requirements. The following section describes some of the efforts being made to provide transition services.

Transition without special services. Handicapped individuals exiting school following this path are able to utilize the suport services available to the public at large. They do not require specialized support services in order to obtain or maintain employment. Thus, for example, these handicapped individuals may find employment as a result of their work-study opportunities or family contacts. The data are currently incomplete as to how many handicapped students successfully follow this path. The following are some initial findings from two studies.

- In a study being conducted in 15 school districts in the State of Washington, investigators are following the transition experiences of 827 learning disabled and behaviorally disordered youth who either graduated from their secondary program or were no longer eligible due to their age. The results indicate that 634 of those students were employed one year after exiting school and that 72 percent had achieved this with no specialized support services. The investigators note, however, that only 172 or 27 percent of these students were earning the minimum wage or more.

- A follow up study of 301 educable mentally retarded, learning disabled, and emotionally disturbed youth is being conducted in nine school districts in Vermont. The investigators report that 166 or 55 percent of their sample had paid employment. They report that 54.8 percent of those having jobs located employment themselves. Another 18 percent found employment through the assistance and support of family and relatives. In

addition, 9 percent found employment through assistance from friends. Thus, of the 55 percent of the mildly handicapped youth who had paid employment, 83 percent did not require special support services.

OSERS is currently funding several follow-up studies of handicapped youth exiting school to investigate their employment status, community adjustment and transition service needs. These studies, along with State reported information on the anticipated services required by students exiting school (P.L. 98-199, Section 618 (b)(3)), will provide estimates of the numbers of handicapped youth who successfully make their own transition without special services to the world of work and those unsuccessfully using this path who would be better served through a coordinated service approach.

Transition services with time-limited services. Interagency coordination for transitional planning and programming is vital as handicapped students exit from the secondary school program. Comprehensive planning and programming for post-school services for handicapped students should begin in the secondary school years with the development of a long-range transition plan. Findings from the transition project at Virginia Commonwealth University (1985) indicate that transition plans should specify the competencies to be acquired by the student, as well as annual goals and short-term objectives, which reflect skills required to function on-the-job, at home, and in the community. Given the breadth of potential transition services an individual may require, service needs should be identified (i.e., referral to appropriate agencies, job placement, and on-the-job follow-up) as early as possible. It is critical that the school work with parents and other service providers in identifying such needs and coordinating the development of such plans. Such efforts are illustrated by the following example.

- Project PERT, Postsecondary Education/Rehabilitation Transition, in Fairfax, Virginia, utilizes the joint resources of the Departments of Education and Vocational Rehabilitation to provide strategies and programs that foster successful transition from school to work for learning disabled and mentally retarded students. The cooperative efforts of vocational rehabilitation and special education result in the development of coordinated IEPs and IWRPs in this project which is operational in six school districts.

In addition to transition planning, some handicapped students will need special vocational training and placement services beyond high school if they are to work and live independently. Coordinated programming among special education, vocational rehabilitation, and postsecondary vocational training agencies will be needed on a time-limited basis to provide the support services necessary to facilitate the transition of these handicapped

youth from school to work and community, as illustrated by the following examples:

- The Human Resources Center in Albertson, New York, demonstrates the effectiveness of a non-profit vocational rehabilitation agency supporting local educational agencies as a broker of employment-directed community services for non-college bound severely disabled youth. The project is working with 14 school districts in Nassau County, New York. A wide range of community services are coordinated to provide vocational evaluations, group guidance, site visits to employers, vocational skills training, socialization skills training, a speakers bureau and career awareness programs, job finding skills training, and work experience programs. Approximately 55 physically handicapped students are receiving on-the-job training in a wide range of occupations including animal care, secretarial work, assembly work, and hospital housekeeping.

- The International Association of Machinists and Aerospace Workers, based in Washington, D.C., utilizes the Projects with Industry (PWI) model to promote the transition from classroom to workplace for students with disabilities by providing vocational and on-the-job training, developing work experience opportunities, and providing on-site follow-up to participants and employers. In Chicago and Los Angeles, 127 mildly and moderately handicapped youths are involved in this private sector partnership. In the first 8 months, 35 youths have been placed in competitive employment, earning an average of $7,500 annually. The jobs include maintenance, assembly, machine operation, and utility warehouse work.

- The Oregon Research Institute in Eugene, Oregon is developing a model for the transition of severely orthopedically impaired secondary students to competitive employment. The project includes assessment of business and industry for potential job placements and the cooperative development of relevant teaching materials based upon that assessment. The integral involvement of community-based businesses for training and competitive employment requires collaboration and coordination between schools, vocational rehabilitation, and the private sector. These time-limited services are prescribed as part of the IEP process.

The need for time-limited services is a path that includes such services as postsecondary training, vocational rehabilitation assessment and counseling, on-the-job training, and job placement. These specialized support services are intense, utilize special training techniques, and require skilled professionals. The examples provided above illustrate why the delivery of transition services requires coordination of a myriad of service agencies. This interagency coordination and collaboration presents administrators with a complex challenge for structuring a comprehensive service delivery system.

Transition with ongoing services. Unlike secondary and time-limited transitional services, the concept of supported employment represents a fundamental change in current policy and practice for delivering ongoing transitional support services. Traditionally, ongoing adult services for more severely handicapped youth have been designed to be non-vocational. These services either provide lifelong custodial care, or prepare individuals for later vocational training. Ongoing supported employment services require the establishment of local service delivery to provide work opportunities for severely handicapped individuals requiring such employment. To be successful, these ongoing services need to be provided in a flexible fashion to meet the complex needs of severely disabled persons.

Supported Employment is: (1) for persons who are severely handicapped for whom employment is unlikely and who, because of their disabilities, need intensive, ongoing support to perform in a work setting; (2) conducted in a variety of settings, particularly work sites in which persons without disabilities are employed; and (3) any activity, supervision, or training needed to sustain paid work by persons with disabilities.

Approximately 100,000 disabled adults use Developmental Disability adult day services. It is estimated that 40,000 are excluded from an opportunity to earn wages while the remaining 60,000 disabled adults earn an average of $1.00 per day or $288.00 per year. For the severely disabled or multiply handicapped adult, coordination of the services available from community mental health agencies, vocational rehabilitation, family services, medical professionals, vocational education, advocacy groups, and other service providers is vital if these individuals are to be productive wage earning workers (O'Neill, 1985).

A central tenet of supported employment is that these ongoing services must be delivered in accordance with the resources of the community, the local economy, and the disability of the participant. Some successful models for supported employment services are currently available. All of these models require close coordination between service agencies and local employers and industries.

- Job Coach/Employment Support - The Job Coach Model establishes employment opportunities for individuals with

severe disabilities in local industries on a one-person/one-job basis for jobs at or above the minimum wage. A trained job coach: develops the job in the industry, matches an individual to the job, trains the individual on the job until he/she meets industry criteria, and provides ongoing follow-up support to the individual and the employer for as long as such services are required. This Job Coach Model is being implemented at the Virginia Commonwealth University's Supported Employment Project; the University of Vermont's Transitional and Supported Employment Program; Eastside Employment Services, Seattle, WA; and Puget Sound Personnel Services, Seattle, WA.

- Employment Training - The Employment Training Model trains several severely disabled individuals at once in a time-limited, occupation-specific training program which prepares the individual for a particular occupation. Once industry criteria have been met, the trainee is placed in a job within the industry and is given additional training, if necessary, by a Job Coach from the training program. Follow-up support services are provided to the individual and the employer as required. The Employment Training Model is now in use at the University of Washington Food Services Training Program; and the Portland Employment and Training Program, Portland, Oregon.

- Supported Jobs Model - The Supported Jobs Models places individual adults in regular community jobs and provides support at the work site as required for the person to learn and perform the work. The Supported Jobs Model adapted competitive on-the-job training approaches by adding procedures for ongoing support. In the Supported Jobs Model, a not-for-profit community agency is funded on the same basis as a day or work activity program. All individuals served work in regular community jobs, while program staff are responsible for job development, training on-the-job, and ongoing support at the work site to maintain employment.

  The work opportunites that form the basis for the Supported Jobs Model come principally from service businesses such as restaurants, offices, and hotels although the model could theoretically provide support in many other kinds of jobs. Because of the interest in serving people with severe disabilities, program staff typically negotiate for positions of three to six hours of daily work, with the expectation that workers need not function at average productivity levels of non-handicapped

workers. This is done so that workers with severe handicaps who may not be able to work at full productivity within the foreseeable future are not excluded.

The strategy for employment used in the Supported Jobs Model opens up employment in integrated settings to many individuals who were previously denied such an opportunity because of low productivity. By acquiring certification that allows payment below the minimum wage and insuring that wages paid are based on productivity, the employer is not penalized for hiring a worker who performs at less than full productivity. The Supported Jobs Model is being used at McKenzie Personnel Services, Eugene, Oregon.

- Enclave Model - A supported employment enclave provides a useful alternative to both competitive employment and traditional sheltered employment. It maintains many of the benefits of integrated employment while providing the continuous, ongoing support required by some individuals for long term job success.

  In one application of the Enclave Model, workers with severe disabilities perform work tasks within a host electronics company; a non-profit organization funded by State service agencies provides support to the individuals and the host company. Up to eight workers with severe to moderate retardation are employed, working on a manufacturing line managed by a specially trained supervisor.

  Within the enclave, payment for work performed is commensurate with pay to others within the host company doing the same type and amount of work. Access to work is guaranteed in the same manner as for other employees within the company. Persons with disabilities work beside nondisabled employees doing the same work, although limited work abilities and behavioral needs may require that workers be situated in proximity to each other to enhance training and supervision. Workers with handicaps receive the same benefits as others in the company with respect to such procedures as working hours, lunch and break time, and performance evaluations. The Enclave Model is used by Trilium Employment Services at Redmond, WA.

- Mobile Crew Model - The Mobile Crew Model is set up as a small, single purpose business rather than as an

extension of a large organization with many missions. A general manager is responsible for small crews having one supervisor and approximately five employees per crew. Companies using the Mobile Crew Model are organized as not-for-profit corporations. Extra costs are incurred in commercial operations because workers produce at less than full productivity and require greater supervision than workers without disabilities. Such costs are covered by public funds, and do not typically exceed daily rates for day activities services.

This model focuses on the type of work available in rural communities, such as grounds maintenance and building maintenance contracts. The Mobile Crew Model also may be appropriate in urban areas where there are opportunities to acquire similar service contracts. The Mobile Crew Model is used by Cleartec Services, Sunnyside, Washington, and Southlane Maintenance Corp., Cottage Grove, Oregon.

- Benchwork Model - The Benchwork Model is designed to provide employment in electronics assembly work in a service agency which also functions as a business enterprise. Contract work is procured from electronics firms and related industries. Individual workers receive intensive training and supervision on contract tasks. The Benchwork Model was developed in the early 1970s as an alternative to traditional day activity programs to provide long-term employment to individuals previously denied access to any vocational services.

  Operated as small, single purpose, not-for-profit corporations, companies using the Benchwork Model provide employment and related services to approximately 15 individuals with severe and profound mental retardation and related disabilities. A small number of highly qualified staff are employed, maintaining at least a 1:5 staff/worker ratio. The Benchwork Model is in use at 17 Specialized Training Program sites throughout the Northwest, Massachusetts, and Virginia.

- Entreprenurial Model - The Entreprenurial Model takes advantage of local commercial opportunities to establish businesses employing a small number of individuals with severe disabilities as well as individuals without disabilities. Because the model addresses local business opportunities, it functions well in both an urban and rural environment. An example of the use of the Entreprenurial

Model is the Port Townsend Baking Company, a commercial bakery in Port Townsend, Washington.

Currently, multiple community service providers and agencies are working together to adapt these basic supported work models to meet the needs of severely handicapped individuals in particular States and localities.

- The Rehabilitation Services Administration in conjunction with the Administration of Developmental Disabilities is sponsoring 10 supported employment demonstration projects. Interagency cooperation was required as a prerequisite to funding. Educational agencies are involved in order to effect an immediate transition from school to work for severely handicapped youth.

  - The Minnesota Department of Jobs and Training, Division of Vocational Rehabilitation in St. Paul, Minnesota, has as its goal the increase in diversity, quantity, and quality of paid, integrated work opportunities for persons with severe disabilities. Eligible project participants include persons with severe disabilities who require ongoing support to secure and maintain employment. Project participants may be persons currently residing in State institutions. The project proposes to change policies, restructure funding, and increase the number of qualified personnel ready to implement programs.

  - The Office of Vocational Rehabilitation in Frankfort, Kentucky, utilizes a consortium of State agencies and the Kentucky Developmental Disabilities Planning Council to create a Statewide system for providing supported employment services to severely handicapped individuals throughout the State, including rural areas. The Consortium proposes a system that will create new models of supported employment designed for areas of high unemployment, poor transportation systems, and limited service delivery systems. The models of supported employment will be useful in rural settings. Communities that have abundant non-agricultural employment will be encouraged to provide services to severely handicapped individuals that are not now provided.

  - The Alaska Division of Vocational Rehabilitation (DVR), Alaska Division of Mental Health and

Developmental Disabilities (DD) in Juneau, Alaska are developing a Statewide integrated system of supported employment that will serve severely disabled persons currently served by DVR or DD. It is anticipated that at the end of 5 years, 90 percent of all individuals served in sheltered workshops and day activity programs will be served in supported employment environments. A rural service delivery system will be developed that can be replicated by other States with large distances and small populations.

These projects represent an innovative approach to the provision of ongoing support services to severely handicapped individuals, allowing them to successfully complete the transition from school to employment and independent living settings.

Employment

Employment and community adjustment are considered the primary criteria for assessing whether a handicapped youth has successfully made the transition from school to the world of work. Although several follow-up studies such as those mentioned above have studied the status of handicapped youth these efforts have focused on particular categories of exceptionality in limited geographical areas. Recognizing the lack of nationally representative information on the status of handicapped youth who have exited school, Congress mandated a longitudinal study in P.L. 98-199, Section 618 (e)(1). This study will include a sample of handicapped youth between the ages of 14 and 21 identified while in school. These students will be representative of all categories of exceptionality. They will have been selected on a stratified random basis from all 50 States and over 350 school districts. These students will be followed for five years so that their secondary school experiences, as well as transition services and experiences, can be documented. The results of this study will provide a comprehensive description of the transition status and needs of handicapped youth. This study is discussed in more detail in Chapter 4.

The Challenge

Despite the progress that has been made during the past decade in extending educational services to handicapped students at the secondary level, an estimated 300,000 young people may exit from special education this year without the promise of work and community participation. To improve this picture requires the coordination of efforts across agencies such as public schools, rehabilitation services, adult day programs, and vocational-technical training centers to ensure the delivery of appropriate, nonduplicated services to every handicapped student requiring vocational training.

Meeting the Complex Needs of Seriously Emotionally Disturbed Students

Improving the nature and extent of services to seriously emotionally disturbed (SED) students is a complex service delivery challenge due to the multiplicity of service providers that may be required to provide full educational opportunities to the student. Service providers may include special education, regular education, mental health, juvenile justice, health, child welfare, and vocational rehabilitation providers. Meeting the needs of SED students may require these service providers to deliver special education interventions, individual and family counseling, psychotherapy, and residential services.

The provision of such comprehensive services requires interagency coordination at the Federal, State, and local levels. There are four subpopulations of SED students that are most affected by the complexities in providing coordinated comprehensive special education and related services. These are SED children and youth with residential and psychiatric needs, adolescents or secondary-aged SED students, SED students living in sparsely populated or rural areas, and children and youth with mild behavior disorders (NASDSE, 1985; SRA, 1985). The following sections will discuss these complexities and provide examples of how some States are addressing coordination of policy and service delivery across agencies to serve these children.

SED Children and Youth With Residential and/or Psychiatric Needs

Providing appropriate educational interventions to seriously emotionally disturbed children with residential and/or psychiatric needs requires extensive community resources. School districts need to provide or make available with other agencies a continuum of educational and related services available in a range of alternative environments.

A comprehensive array of education and other human services necessary to maintain the child in the least restrictive environment is not always available to SED students. Day treatment programs and other programs representing an environment less restrictive than residential treatment are often lacking (SRA, 1985). While some States are developing alternatives to residential care for the severely emotionally disturbed student, these options are generally not available in rural areas. Students are thus placed in settings that are more restrictive than needed, and may be removed from the community and family in the process (Street and Friedman, 1985). Two studies indicate that up to 40 percent of the children who are institutionalized are reported to be there by default, because alternatives did not exist at the point of placement, or because once in, they remain without being reevaluated for a less restrictive environment (D.C. Coalition for Youth, 1980; New Jersey Department of Human Resources, 1979).

SED students who have been deinstitutionalized often return to families that cannot provide the necessary emotional and management support. These students may require periodic, but not continual, residential care. State Directors of Special Education report that there is a need for community-based alternatives such as group homes or foster placements to provide the necessary support to families on these occasions (NASDSE, 1985).

The importance of making quality educational and related services available to students who are leaving institutional settings and entering a less restrictive environment is evidenced in a study conducted by Bloom and Hopewell (1982). Differences in long-term outcomes for residential SED students were shown to be related to the post-discharge resources available, not to the type and severity of psychopathology. Educational and vocational placements were found to be critical forces which could interrupt an historical pattern of chronic psychiatric hospitalization.

In some States, agreements have been developed between agencies regarding the allocation of fiscal responsibility for students in costly residential settings, the development of alternatives for out-of-district placements, the appropriate placement and monitoring of SED students in restrictive environments, and the provision of related services to SED students:

- Rhode Island's SEA was concerned about the appropriateness of the number of day and residential out-of-district placements for its SED children. The SEA used part of its EHA-B 20 percent set-aside funds to issue an RFP soliciting joint proposals between LEAs and Community Mental Health Centers (CMHCs) to develop programs for the SED population. The objective of the RFP was to use seed money to encourage local interagency collaboration. Grants were awarded to three localities in which services were expanded and a service provision plan advanced.

- Maryland has established a State Coordinating Committee on Services to Handicapped Children which has examined service delivery and financing issues for handicapped children in residential facilities. Additionally, the SEA established a system of local, regional, and State committees in which multiple agencies work together to resolve placement issues for children.

- The Colorado Department of Education entered into an agreement with the Department of Social Services to establish joint placement, funding, and monitoring procedures for handicapped children placed in residential facilities. At the same time, the Colorado legislature enacted a law that enabled counties to reallocate funds

previously used for children's residential placements to develop service alternatives allowing children to remain in their own homes. Counties have created local interagency committees (known as Placement Alternative Commissions) to develop these local programs.

- The Miami Unified School District entered into a series of agreements with private agencies in the community to provide a wide range of services to SED children. The arrangements led to the development of new, collaboratively developed, financed, and administered programs that are designed to complement regular classroom programming and minimize SED students' segregation from regular classrooms.

- The Independence, Missouri LEA joined with a local community mental health center to determine whether the related service needs of seriously emotionally disturbed children were being met. In response to this analysis, the LEA and the Mental Health Agency established the New Direction program which provides services for children between 8 and 15 with behavioral disorders whose needs could not be met by the school districts' special education program. As a result of this interagency program, several children have returned from institutions and some have been reintegrated into the regular school program.

Adolescent/Secondary-Aged SED Students

Among special education students, SED adolescents in a secondary school setting are one of the least likely groups to be effectively served (NASDSE, 1985; SRA, 1985). Delivering effective instruction and providing appropriate behavioral management for SED secondary school students placed in regular education classes is particularly difficult because of the departmentalized structure used to deliver the secondary curricula. As a result, self-contained special education class placements often result. Further, when a student is classified as SED, suspension and expulsion are no longer available as disciplinary options; thus, some school administrators are reluctant to classify students with emotional disturbances who are disruptive as SED (SRA, 1985).

In a study conducted by the National Association of State Directors of Special Education (NASDSE, 1985), in which ineffective service delivery to SED students was examined, some State Directors reported that traditional approaches within the high school setting have proven inadequate to meet the special needs of SED adolescents. They stressed the need for the development, demonstration, and dissemination of information on alternative approaches to service delivery, such as off-campus programs, interagency models, and curricular approaches proven effective for this population. Grosenick and Huntze (1980) report that SED adolescents are

particularly vulnerable to the overuse of homebound instruction and/or exclusion from school. Adolescent students along the entire range of SED severity who are expelled, drop out, or who become involved with the juvenile justice system are additionally difficult to serve because of the lack, in most States, of interagency coordination between special education, juvenile justice, and other relevant agencies (NASDSE, 1985).

Some SEAs have responded to the needs of seriously emotionally disturbed adolescents in secondary school by coordinating with other agencies to provide combined programs of educational interventions and clinical treatment, transitional programs between school and work for SED students, and linkages between education, social services, and corrections to assure delivery of special education and related services to SED children under the jurisdiction of these agencies. The following examples illustrate such interagency efforts.

- The Maryland Department of Health and Mental Hygiene and the Montgomery County Public Schools jointly fund and operate the Regional Institute for Children and Adolescents (RICA) which provides residential and day treatment and education to emotionally disturbed students aged 6 through 20. This program reflects the two agencies' need to coordinate their complementary services of educational interventions and clinical treatment for troubled adolescents who could not appropriately be served by either agency independently. The two agencies collaborated because both believed that (1) handicapped students with multiple problems can be well served only if a range of community specialists and organizations are involved, (2) keeping students close to home was a desirable policy, and (3) cost savings could be achieved by providing residential services in the county rather than by sending children out of State.

- Oklahoma's Cooperative School/Rehabilitation Work-Study Program is a joint effort of the Special Education Section of the State Department of Education and the Division of Children, Youth and Rehabilitative Services of the State Department of Human Services. These agencies recognized that neither had adequate resources to serve emotionally (and physically) handicapped secondary school students. The Cooperative School/Work-Study Program had two goals: establishing a comprehensive and coordinated effort to identify and serve all emotionally handicapped youth enrolled in participating secondary schools, and bridging the gap between school and employment. Students benefit from assessment, counseling, and placement services. As a result of this collaborative program, service delivery has improved, and savings have already been realized.

- The Delaware Department of Public Instruction entered into an agreement with the State Department of Health and Social Services and the Department of Corrections to clarify responsibilities for providing related services to SED and other handicapped adolescents in these agencies' institutions. The agreement created a funding pool with contributions from all three agencies. These funds were used to establish a new State office with two full-time staff who are responsible for developing a plan to deliver education and related services to all handicapped children under the jurisdiction of corrections, as well as health and social services.

SED Students in Sparsely Populated, Rural Areas

Timely and appropriate instructional and support services are often unavailable in rural areas due to the relatively small number of SED students dispersed over a large geographic area, lack of specialized personnel, and resource shortages. While some rural areas can meet the educational needs of the SED students, they are more likely to be unable to provide required related services. In one State, 60 percent of the children suspected of being SED are currently evaluated out-of-State, a costly approach for the State and school districts (Street and Friedman, 1984).

Some SEAs with responsibility for rural districts have developed interagency linkages to increase the availability of related service specialists for SED students in their community consistent with the least restrictive requirements. Previously these students were served by private or State-operated facilities serving many districts. Examples of programs developed to improve services to SED students include the following.

- Intermediate School Districts in Michigan's Upper Peninsula formed a Special Education Staff Resource Pool to increase the availability of related service specialists for SED and other handicapped students. This low cost alternative has enabled school districts to recruit staff who had specific related service skills and already were located in the region. By relying on this expertise, these rural districts have been able to increase the quality of their education and related services programs and maintain SED children with their families.

- Eleven school districts in Southern Penobscot County, Maine formed a regional program with a local educational agency structure to bring into the public schools moderately and severely handicapped students. Among those students are SED children and youth who live primarily in rural areas. Previously, these children had

attended private or State-operated facilities and resided in, not one, but many districts. The program was developed in response to several problems: private schools refused to serve many of the children referred to them; many handicapped children were not being returned to the public school setting; and often, when students did return, adaptation was difficult. The program charges tuition, which in turn is allocated to districts in proportion to the number of students enrolled. Significant changes have occurred as a result of this program: students have been brought back into the public schools, superintendents have been drawn more closely into special education programs, and children are better served.

Children and Youth With Mild Behavior Disorders

The prevention of more serious emotional disturbances in children with mild behavior disorders by providing appropriate treatment when the disability is less severe is a concern shared by special educators and those in general education. Neel and Rutherford (1981) report that meeting the needs of students with behavior disorders too mild to qualify for special education services, but too severe to allow the students be served in regular classroom settings, presents a significant challenge to school administration.

State Directors of Special Education (NASDSE, 1985) report a critical need to enhance the ability of general education to better accommodate and serve these children, and for the development of a cooperative relationship between special education and general education to support and assist general education in working with this population to prevent more serious emotional disturbances from developing.

Some State Directors stated that many special education programs are serving children who could be served within the general education program if teacher and student support were available. When the ability of the general education program to address these needs is limited or absent, State Directors believe that more costly special education and related services are required (NASDSE, 1985). In a study conducted by Baker and Perkins (1984), it was found that the early prevention of emotional problems is more cost effective than delivering treatment when emotional problems escalate to more severe disturbances. Directors of Special Education (NASDSE, 1985) expressed concern regarding the capacity of special education programs alone, with their limited resources, to meet the service needs of these more mildly behaviorally disordered children. In an effort to prevent mild behavior disorders from developing into more serious emotional and behavior disturbances, some SEAs are providing alternative education programs:

- The State of Florida has developed an Alternative Education Program to meet the needs of students with mild behavior disorders, as well as at-risk children and juvenile offenders. The program was designed to serve students with special needs beyond those generally addressed by the regular education program and short of those provided by special education. The program's goal is to prevent the later development of more serious emotional and behavioral disabilities.

  An amount two times the normal State funding for a student in regular education is provided for children in the Alternative Education Program. SED children receiving special education services receive four times the regular education base. While there are clear academic and economic advantages to this program, the children do not have the procedural safeguards contained in EHA-B.

Federal efforts to foster diverse and innovative programs designed to identify at-risk SED children and provide for programs to prevent the development of more serious emotional disabilities continue to be an important concern. Through the Handicapped Children's Early Education Program (HCEEP), the following projects have been funded:

- The School District of the City of Allentown, through their "HAPPY" project, serves mildly handicapped children aged four to five with emotional disturbances who have not yet entered school or who are newly enrolled in kindergarten. The program uses developmental and behavioral techniques with a curriculum/assessment model supplemented by inservice training for parents.

- The Summit Center for Human Development in Clarksburg, West Virginia has developed a screening procedure for children birth through three who are at high-risk because of psychological and other factors. The project screens for handicapping and high-risk conditions during prenatal, neonatal, and postnatal visits with the family doctor. Both children and their parents may enter the direct service component of the project aimed at enhancing positive socioemotional conditions and facilitating parental bonding and effective parenting.

The Challenge

The population of seriously emotionally disturbed students presents an extremely complex array of human service needs. These needs often go beyond the need for special education, and may include counseling, therapy, residential requirements, and social service needs. Unless services for this population are coordinated across agencies and with professionals, the effectiveness of each service component is jeopardized. The lack of particular services such as appropriate residential arrangements or psychotherapy significantly impinges upon the ability of school systems to educate SED children in the least restrictive environment. The challenge facing SEAs and LEAs in improving services to these children is to develop Statewide coordinated planning and delivery of not just educational services, but also the wide range of human services potentially required by SED children and their families.

Conclusion

It is generally acknowledged that the coordination of services across agencies and disciplines is important in efficiently serving all handicapped students. There are certain populations of handicapped students, however, with service needs so diverse and complex that effective services cannot be achieved unless interagency, interdisciplinary mechanisms are in place. As more interagency, interdisciplinary models for serving handicapped infants, handicapped youth, and seriously emotionally disturbed students emerge, a set of factors is also emerging that are considered essential for enhancing the success of these efforts:

- There must be an impetus for agencies and professionals to work together. Sometimes this impetus comes informally from shared missions and concerns, in other instances more formal relationships are developed through interagency agreements. The Federal government has played an important role in stimulating the planning and development of interagency activities. Agreements, letters of transmittal, and memoranda have been jointly and separately written by Special Education Programs and other related Federal agencies such as the Bureau of Community Health Services, the Office of Child Health Medicaid Bureau, Vocational Rehabilitation, and Vocational Education. At the State level, there have also been increasing efforts to establish interagency agreements. For example, Carran (1984) reports that a total of 30 States and Territories have developed interagency agreements to improve services to young handicapped children and their families.

- Professionals from different disciplines must be trained to work cooperatively. Following initial interdisciplinary efforts, this factor has received increasing attention in recent years. As reported earlier, Bricker and Slentz (in press) found unanimous agreement among respondents to a survey that interagency/interdisciplinary coordination is an important component of preservice training programs. Two projects currently funded by the Office of Special Education and Rehabilitative Services are working with professionals serving handicapped infants and youth in improving their ability to function as members of interdisciplinary teams. The American Academy of Pediatrics, through Project BRIDGE, is training hospital based teams serving handicapped infants in team decision making. Similarly, Project TIE (Transition Into Employment) at Virginia Commonwealth University trains State teams of special education, rehabilitation, and developmental disabilities professionals.

- There must be a mechanism for coordinating the activities of the multiple agencies and disciplines. More and more frequently this coordination is achieved through the creation of special boundary crossing positions. For example, in Vermont, the Special Education and Pupil Personnel Services Division, the Vocational Education Division, the Department of Vocational Rehabilitation, and the Department of Employment Security signed an interagency agreement and jointly contributed funds to hire a part-time coordinator. The coordinator's job is to convene meetings in which representatives of the four departments share common problems and work toward common solutions. The coordinator also works with LEAs to help them develop and implement their own agreements.

  The Ohio Division of Special Education uses part of its administrative set-aside funds under EHA-B to foster interagency collaboration at the State level. They hire special education staff to work directly in other divisions of the State Department of Education, such as Vocational Education. The special education personnel are part of these other divisions, participating in policy and programmatic decisions as they affect handicapped students.

Thus, the past few years have seen not only the development of interagency/interdisciplinary strategies for serving handicapped students, but also a greater understanding of the critical features for implementing such strategies. As this information is shared, the direct beneficiaries should be those handicapped students with complex service needs.

This chapter has provided an overview of the progress being made to provide all handicapped children a free appropriate public education. In so doing, the numbers, types, and ages of handicapped children reported as receiving special education and related services have been presented as indicators of the extent to which all handicapped children are being served. Further, the needs and services of handicapped infants, youth, and seriously emotionally disturbed children were presented to highlight efforts being made to provide full educational opportunities for populations such as these, who present unusually complex service needs. The nation's schools and parents of handicapped children mark the tenth anniversary of EHA-B with the satisfaction that significant advances have occurred in response to the needs identified by the Congress in establishing this Act.

The Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children

Part B of the Education of the Handicapped Act (EHA-B) includes provisions to assure the rights of handicapped children. One such protection included in the Act is the provision for assuring that children who are in need of special education and related services are identified, located, and evaluated (Section 612 (2)(C) (20 U.S.C. 1412)(2)(C)). Another assurance included in the Act is the provision for assuring special education and related services in the least restrictive environment (Section 612 (5)(B) (20 U.S.C. 1412 (5)(B)). In addition, the Act requires States to develop and implement a comprehensive system of personnel development (Section 613 (a)(3) (20 U.S.C. 1413 (a)(3)), and to report on the availability and need for qualified special education and related services personnel.

This chapter reports on the areas of responsibility undertaken by the State educational agencies (SEAs) and local educational agencies (LEAs) to screen, identify, and evaluate handicapped children and the ways in which these responsibilities have changed at the State and local levels. Information is also presented on the progress to date in implementing the LRE provisions of the Act, including data on the settings in which handicapped children are served, and a description of the Office of Special Education and Rehabilitative Services (OSERS) research and development efforts in support of LRE. Finally, this section of the report provides information on the numbers of personnel employed and needed to meet the goal of providing full educational opportunity to all handicapped children.

Child Identification, Location, and Evaluation

Each state is required by EHA and the accompanying regulations to submit in detail a description of policies and procedures it will pursue towards ensuring that all children who are handicapped and in need of special education and related services are screened, identified, and evaluated.

Previous reports to Congress have described some of the efforts the States have been working to locate out-of-school handicapped children--for example, door-to-door canvassing, mobile diagnostic units in rural areas, toll-free numbers, and massive efforts to disseminate information concerning the rights of handicapped children and their parents. This report describes the areas of responsibilities in reference to child find currently undertaken by the SEAs and LEAs and the way in which these responsibilities to identify, locate, and evaluate handicapped students have changed at the State and local levels.

Preventive Systems in Child Find

This section of the report describes two emerging areas of child find which emphasize prevention: systems that identify the need for services as early as possible in the developmental process and, thereby, mitigate the necessity for prolonged and greatly concentrated services; and systems that emphasize the provision of specialized services in the general education program in order to preclude the necessity of transferring potentially handicapped children into special education programs.

The first, tracking, focuses on the developing Statewide efforts to establish systems to follow the progress of high-risk infants and young children. The impetus for developing such systems comes from the need to monitor closely the progress of newborns or infants who are not clearly disabled, but who have a profile which is predictive of high potential for developing disabling conditions. Typically, these systems tend to focus on infants, preschool children, and those children entering the primary grades. The second emerging area is directed more specifically to school-aged children, and consists of a variety of options to improve the capacity of general education programs to provide services to students experiencing learning problems who have not been identified as handicapped and could function successfully within general education settings if effective instructional options were available.

State and Local-Level Child Find Activities

Project FORUM, conducted by NASDSE, provides a communication network for local, State, and Federal levels. In response to a request from SEP, Project FORUM completed a survey of the roles and responsibilities of the SEAs and LEAs in the area of child find. The child find plans of nine States were analyzed and interviews were conducted with the SEA and LEA Child Find coordinators in the States sampled (Project FORUM, 1985).

As a result of the findings from this sample, it appears that a substantial amount of the procedural, day-to-day child find activities have been assumed by the local educational agencies. In contrast, SEAs currently devote most of their resources to setting policies, standards, and guidelines in order to assist LEAs in their child find responsibilities. In terms of direct child find activities, it appears that SEAs have moved from public awareness activities toward responsibility for child find activities relevant to difficult to serve populations, such as infants; the coordination of multi-agency activities which involve long term tracking of handicapped children and youth; and the development of systems to solve persistent, complex problems, such as the inschool identification of children with learning difficulties.

In particular, there is increasing attention being directed by all organizational levels to the design of systems which are preventive in nature. In some instances, the SEA is the logical organizational level to assume responsibility, since systems such as tracking and long-term follow-up are more efficient and effective on a Statewide basis. In other instances, such as the development of models to improve the ability of general education to serve handicapped students, either local- or State-level organizations might take the initial responsibility, depending upon the availability of resources or the initial commitment of either the SEA or LEA to such a strategy.

Tracking Systems for High-Risk Infants and Young Children. Although it appears that the SEAs are turning more to policy and procedural issues in child find and relinquishing the actual location, identification, and evaluation activities to the LEAs, several States have initiated an associated activity at the State level. In a number of instances, States have established tracking systems, at various levels of intensity, to follow the progress of high-risk infants and young children.

Tracking systems typically include identification, monitoring, and referral mechanisms, which are designed to assure that handicapped and high-risk infants and their families receive continuous and appropriate services in the areas of medical care, education, and social development. These systems have been developed to follow the progress of infants who are not currently handicapped or disabled, but who are at risk, or have a high potential, of developing handicapping conditions. The term high-risk can be applied to a variety of infants:

- Infants who, because of conditions of birth or home environment, may be expected to manifest developmental problems.

- Infants with identified conditions that do not currently impair development, but may become a problem over time.

- Infants who have been identified as having a problem that has not yet been confirmed.

In 1984, as part of an ongoing effort by the Division of Maternal and Child Health's Project Zero to Three, funded in part by the Office of Special Education and Rehabilitative Services, representatives from six States convened in Salt Lake City, Utah to discuss tracking systems for high-risk infants. An outcome of this meeting was the publication, "Keeping Track: Tracking Systems for High Risk Infants and Young Children," (TADS, 1985) which described the efforts of the six States in establishing systems to follow at-risk infants. Information on some of these systems has been abstracted from this document and is presented below.

Utah Registry for Handicapped Persons. The Utah Registry for Handicapped Persons is a computer assisted information system which was not developed as a tracking system, but can be used by those agencies developing or operating a tracking system to centralize information.

One of the findings of the Handicapped Child Data Project of the Utah Department of Health was that a central, multi-agency information management system would be one of the most effective tools used to eliminate the gaps in services to handicapped people. In addition, such a system could help plan future services, define accurate incidence rates, and provide invaluable information for other research efforts. The Registry potentially can be used for a variety of purposes, including case management, child find, planning, justifying services, program evaluation, and other research.

The Registry will include the names, diagnoses, services provided, dates and places of services, and contacts or resource persons for individuals served by the Utah Department of Social Services, the Utah Office of Education and Board of Education, and the Utah Department of Health. The ultimate goal is for the Registry to include all handicapped individuals receiving services from either public or private agencies in Utah. Eventually, the system will be totally interactive with frequent oversite reviews and continuous updating of information.

The Iowa High-Risk Infant Follow-Up Program. The purpose of the Iowa High-Risk Infant Follow-Up Program, begun in 1978, is to identify the developmental and special health needs of infants at developmental risk; initiate referrals to appropriate agencies if evaluation and remediation are required; offer support to parents; and facilitate the family's use of community resources. The program has the following components:

- implementing a Statewide process for identifying and tracking infants and children whose births were associated with specific factors that put them at risk for later manifesting developmental disorders;

- determining reliable, valid, and cost-effective methods for identifying high-risk children and their needs as soon as possible;

- helping the primary health care provider coordinate the service referral process for children and families with identified needs;

- determining the training needs and providing educational programs for personnel involved in identifying and caring for such children;

- collecting, storing, analyzing, and interpreting the data from the program; and

- disseminating the results of these findings to other States or regional comprehensive child health service systems.

The program has been a natural outgrowth of earlier efforts to improve perinatal health care in Iowa. Serving primarily as a screening and referral program for children born with biological and related risk factors, it is reaching 80 percent of eligible children, based upon the established risk criteria. The program has been gathering important information on the outcomes of children with various risk factors through its long-term follow-up efforts.

Infants who meet certain established biological risk factors are enrolled in the program while still in the nursery. The screening at 4, 9, 18, and 30 months of age consists of a standardized developmental test and a physical examination administered by a pediatric nurse practitioner. At kindergarten entry and at eight years of age, a more comprehensive health and psychoeducational evaluation is completed. Children who fail this screening or have other service needs are referred to appropriate community resources. The purpose of the program is to identify infants requiring additional evaluation or health care services and to assist families in locating services; not to provide direct services.

Iowa law mandates the provision of special education and related services for developmentally disabled individuals from birth to age 21. As a result, Iowa has a network of Area Educational Agencies which are responsible for the provision of special education and related services

for children birth through 21 years of age. The availability of these services is critical to the success of a follow-up program in that even the most comprehensive identification program will be ineffective if appropriate referral sources for remediation are not available.

An analysis of 1,440 of the 2,315 infants enrolled in the project since it began in June 1978 is presented in Table 4. This table indicates that the 1,440 infants generated 2,630 referrals, an average of 1.8 referrals per child. The majority of the referrals were to local health care providers for such problems as otitis media, poor weight gain, and undefined heart murmurs. Referrals to specialists in the local community, such as opthomologists, otologists, or orthopedists made up the next highest category of referrals. Other referrals included visiting nurse services, food assistance and nutritional guidance, and social services for financial or mental health support. These referrals reflect health-related and social concerns rather than developmental problems.

Children with developmental problems arising from screening are referred to one of three developmental evaluation resources:

1. The University Affiliated Program at the University of Iowa;

2. Regional secondary level health and developmental evaluation clinics administrated by the Regional Child Health Specialty Clinics program; and

3. One of the 15 Area Educational Agencies (AEAs).

In any one of these three programs, developmental function is assessed, and parents receive assistance in planning an individualized education and therapeutic plan to make the best use of their own local community resources. Seventy-five percent of the referrals were for hearing screening only; with 25 percent for the evaluation of developmental concerns.

Expanding General Education Program Options

A second emerging area of development in preventive measures focuses around a series of activities designed to enhance the capacity of general education programs to provide services to children at risk for being identified as handicapped. There has been increasing concern expressed by some segments of the special education community regarding both the possiblity of inappropriate placement of nonhandicapped children in special education programs and the misclassification of handicapped children. As a result, there have been a number of promising instructional options suggested to address the needs of students with learning problems who may require specialized help and could receive some, if not all, of

TABLE 4

Iowa High Risk Infant Project: Type and Numbers of Referrals Generated for 1,440 Infants

Service Provider	Nature of Services	Chronological Age When Referred <8 mo.	8-15 mo.	16-24 mo.	>24 mo.	Total
Local Physician	Acute care: Otitis media, upper respiratory infection.	67	130	55	33	285
	Maintenance factors: immunization update, monitor head growth, monitor cardiac murmur, chronic otitis.	303	229	175	92	799
Enrolling Hospital Subspecialty Clinic	Ophthalmology, orthopedics, audiology, neurology, cardiology, genetics, otolaryngology	119	56	39	46	260
The University of Iowa Division of Developmental Disabilities	Interdisciplinary education and programming following "failed" DDST and/or abnormal neurological findings.	53	90	39	6	188
Area Education Agency	Hearing screening (75%) developmental assessment for flagged children (25%).	190	135	75	34	434
Public Health Nurse	Immunization, monitoring and counseling regarding ongoing health, parenting, and nutritional concerns.	24	27	19	9	79
Social Services	Financial resources.	19	10	1	2	32

Table 4 (continued)

Service Provider	Nature of Services	Chronological Age When Referred <8 mo.	8-15 mo.	16-24 mo.	>24 mo.	Total
Other Educational Agencies	Parent-infant centers, Iowa Commission for the Blind, special preschool classrooms.	9	7	1	3	20
Other Medical/Social	Local medical specialists (orthopedists, ophthalmologists, physical therapists, nutritionists, urologists, dermatologist); Non-specialty clinic hospital testing (ultrasound, X-ray); College of Dentistry (pedodontics); local dentists, county health departments, immunizations.	313	100	63	57	533

Total Number of Referrals = 2,630 = 1.8 referrals/patient

that help within general classroom settings. This population of students includes those who, because of experiencing learning problems in general education settings, have been, or are about to be, referred for evaluation and potential placement in special education.

In response to the expressed need to expand the instructional options available to these students, SEP designed the Enhancing Instructional Program Options grant program. The purpose of this program is to provide support to projects to enhance the capacity of local educational agencies to provide a variety of instructional options and screening procedures prior to the evaluation and placement in special education of children with learning problems. The purpose of these projects is to research and develop instructional strategies and systems to (1) be responsive to the needs of such students; (2) create instructional options for such students so that they may be successfully educated within the general education program; and (3) prevent unnecessary and inappropriate placement of such children in special education settings.

SEP funded 10 projects to begin in October 1985. These studies focus primarily on at-risk elementary and secondary students, although several projects include diagnosed and currently identified handicapped students as additional subjects for inclusion in their studies. To a large extent, many of these projects have an underlying premise which is directed toward empirically establishing the peer, teacher, and contextual characteristics of the general education classroom which are associated with the effectiveness of various program options. Descriptions of several of the projects are provided below.

- University of Maryland. The project will provide increased opportunities for students with learning problems to receive accurate, valid diagnoses of their educational strengths and needs and to receive the most appropriate instructional program available within a given school building. While improving student opportunities for effective instruction, the project will increase the effectiveness of the student referral process. Microcomputer and artifical intelligence techniques will be used to facilitate the referral process and to recommend optimal learning contexts for students, thereby allowing for professional staff members to focus more attention on providing a variety of instructional options for students.

- University of Kansas. The purpose of this project is to develop and validate a set of three teaching routines that secondary teachers can use to enhance the performance of low-achieving students. Three routines will be developed: one for providing background information for the content to be learned; one for presenting content; and one for decreasing

the demands of secondary textbooks. During each of the three years of the project, a research study will be conducted that is focused on the validation of one of these teaching routines. In each of the three studies, 10 teachers will be taught to use a given teaching routine which they will implement in at least one of their classrooms. Student performance data will be collected on a total of 90 students in each study.

- University of Oregon. The purpose of this research is to investigate the process and effects associated with the enhancement of instructional programs for students exhibiting academic or behavioral problems in regular education. The following three treatment conditions will be compared: (a) consultation with classroom measurement and evaluation data; (b) no consultation with classroom measurement and evaluation data; and (c) no consultation and no classroom measurement and evaluation data. The significance of this research lies in the fact that resources are brought into the classroom at the point of referral for special education. This research will implement consultation/interventions in the regular classroom during this time, providing two major benefits. First, successful programs may occur and, thereby, preclude placement in special education. Second, for ineffective programs, a systematic data base will be established for planning and evaluating the service to be provided in special education.

Summary

SEAs and LEAs have initiated a variety of strategies and programs which focus on prevention. These initial efforts are taking either the form of regional or Statewide tracking systems which are generally implemented at the State level, or consist of locally designed inschool procedures to increase the capacity of general educational programs to serve children with educational problems. Both of these efforts appear to hold substantial promise for maximizing the effectiveness of both general and special education programs for children experiencing educational difficulties.

Least Restrictive Environment

Section 612(5)(B) of the Act requires States to establish procedures which ensure that:

> ... to the maximum extent appropriate, handicapped children including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily ... (20 U.S.C. 1412(5)(B)).

This section of the report describes the progress attained by the States in educating handicapped children in more integrated settings through an examination of the setting data reported by the States in 1983-84. In addition, the section presents a summary of the continuing efforts by OSERS to expand the opportunities available for more integrated educational services and to enhance the quality of these services for all handicapped children.

Setting Data

One important way of determining the extent to which this cornerstone of the Act is being implemented is to examine the data reported annually by States on the settings in which handicapped children are served. In 1983-84, as in previous years, States counted and reported the number of children receiving EHA-B and ECIA (SOP) services in one of four educational placements. The number of handicapped children were reported according to the placement in which they spent most of their school day:

- regular class (which may be supplemented by services received outside the regular class, including a resource room);
- separate class (self-contained but on a regular school campus);
- separate school (such as a day or residential school facility); and
- other educational environments (such as hospital or homebound programs).

The following section presents the State-reported data regarding the educational settings in which handicapped children are being educated.

The vast majority of handicapped children receive special education and related services in settings that include children who are not handicapped. In 1983-84, 69 percent of all handicapped children reported by States received most of their educational program in regular classes.

Another 25 percent were educated predominantly in separate classes within regular schools. Taken together, students educated in these two types of settings with their nonhandicapped peers accounted for 93 percent of all handicapped children. The remaining 7 percent of handicapped children were educated in separate schools (6 percent) and other educational environments such as hospitals or homes (1 percent).

While the data show that the regular classroom is the primary educational setting for handicapped children as a whole, the extent to which this environment predominates varies by age group and handicapping condition. As shown in Figure 7, 70 percent of school-aged handicapped children (aged six through 17) received most of their education in regular classes during 1983-84, whereas only 57 percent of preschoolers (aged three through five) and 41 percent of postsecondary youth (aged 18 through 21) did. With respect to handicapping conditions, Figure 8 shows that for the two largest groups of children--those who are speech or language impaired and learning disabled--the regular classroom was overwhelmingly deemed the most appropriate educational placement. Specifically, 93 percent of all speech or language impaired and 77 percent of all learning disabled children were educated in regular classes in 1983-84. By contrast, the figures for deaf-blind and multihandicapped children were 13 and 14 percent respectively.

The overall proportion of all handicapped children receiving EHA-B and ECIA (SOP) services within the four educational settings has remained relatively stable since 1976-77 when this information was first reported. However, changes toward providing education in more integrated settings are evident in particular for the 6 through 17 year-old age group and for those handicapping conditions that have traditionally had the fewest children placed in regular classes.

Proportionally more handicapped children aged 6 through 17 were served in both regular and separate classes combined within regular schools in 1983-84 than were served in 1976-77. The proportion of school-aged children receiving services in regular classes rose again between 1982-83 and 1983-84. The proportions of preschool and postsecondary aged students in regular classes also increased between 1982-83 and 1983-84, indicating a more recent trend toward greater integration of these groups as well. Unlike the school-age population, however, proportionately fewer preschool and postsecondary students were served in regular school settings in 1983-84 than in 1976-77.

Figure 7. Percent of All Handicapped Children Served by Age Range in Four Educational Environments, School Year 1983-84

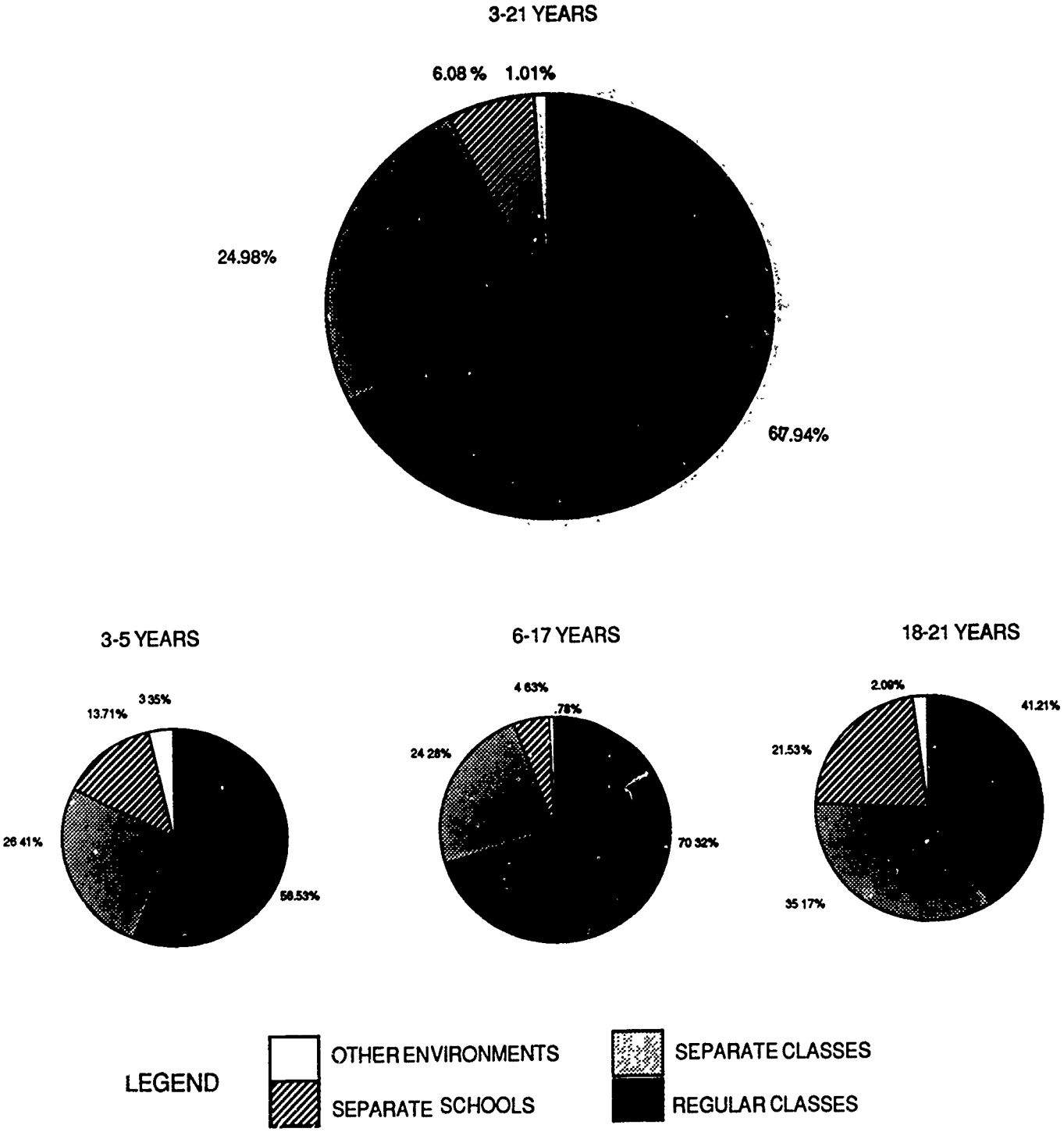
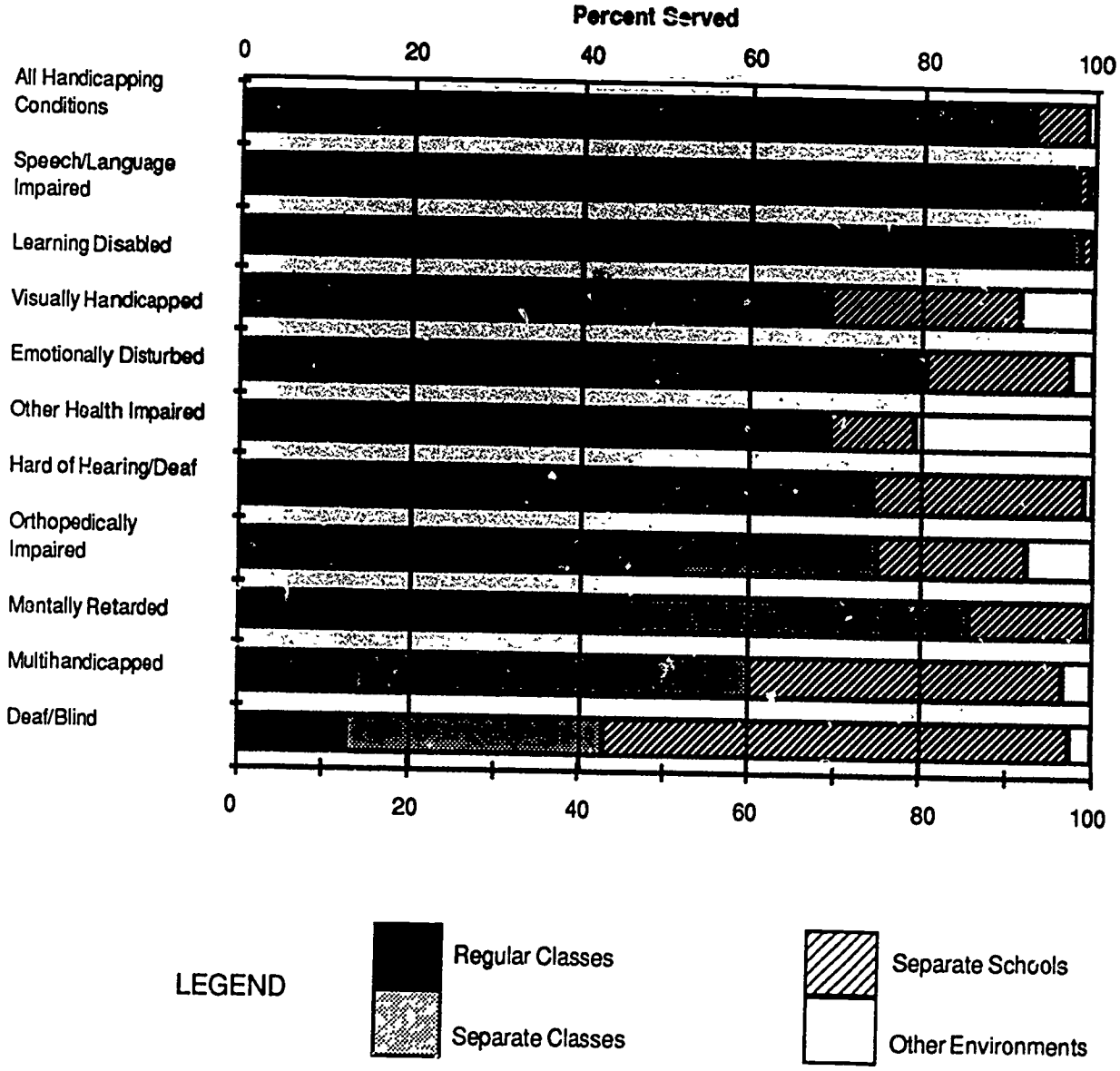


Figure 8. Percent of Handicapped Children (Ages 3-21) Served in Four Educational Environments By Handicapping Condition, School Year 1983-84*



*NOTE: Table does not include 15,349 children reported noncategorically.

Progress in implementing the LRE provisions is also indicated in the data for specific handicap categories of children, aged 3 through 21, who have traditionally been placed in more restrictive settings, such as the more severely handicapped. Of the five handicap categories representing the lowest proportion of students served in regular classes during 1983-84--hard of hearing and deaf, orthopedically impaired, mentally retarded, multihandicapped, and deaf-blind--all but the multihandicapped group showed an increase in the proportion of students served in regular classes.

The data also show that while these five categories of handicapping conditions represent the lowest proportion of students served in regular classes, the majority of even these students are served within regular school settings, (although predominantly within separate classes). For example, 60 percent of multihandicapped children received educational services within a regular school setting during 1983-84. The only handicapping condition for which more students were placed in separate schools or other educational environments rather than in regular schools is the deaf-blind category. Forty-three percent of deaf-blind children were served in regular classes and separate classes within regular schools versus 57 percent who were educated in separate schools and other environments. However, the proportion of this category of children served in regular classes increased 4 percent between 1982-83 and 1983-84, the largest increase of any handicap category.

Hence, while the overall proportions of handicapped children receiving EHA-B and ECIA (SOP) services within the four educational placements appear relatively stable, changes continued to occur for specific age groups and handicapping conditions during the 1983-84 school year.

OSERS Initiatives in Support of LRE

This section describes the activities undertaken by OSERS to ensure that handicapped children are educated in the least restrictive environment. The program initiatives developed by OSERS are in response to complex and persistent problems in providing an appropriate educational program within the LRE for all handicapped children. The problems associated with LRE result from the compound difficulties of effectively providing the most appropriate and effective programs, especially to severely handicapped students, while simultaneously operationalizing a complex series of procedural requirements associated with education in the LRE.

The concept of least restrictive environment is formulated both in statutory principles and in the regulations implementing EHA-B. Public Law 94-142, as amended, established two basic principles concerning the educational placement of handicapped students. First, a presumption is established in favor of placement in the regular educational environment, the regular classroom or school setting. "Removal of handicapped

children from the regular educational environment" must only occur if and when "the nature and severity of the handicap is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily." (20 U.S.C. 1412(5)(B)). As a result, this principle requires, that for any proposed "separate schooling" of handicapped students, there must be an educationally compelling justification.

The second basic principle addresses the feature of integration, apart from placement or classroom setting. The language of the statute establishes the following condition: "To the maximum extent appropriate, handicapped children including children in public or private institutions or other care facilities," must be "educated with children who are not handicapped." (20 U.S.C. 1412(5)(B)). To these two statutory provisions, the implementing regulations add a third: that education must be provided as close as possible to a child's home and, unless educationally compelling reasons argue otherwise, in the school that the child would attend if not handicapped (20 U.S.C. (34 C.F.R. 300.552(a)(3)(c)).

The OSERS has undertaken a major effort to assist SEAs directly, and LEAs indirectly, to design the necessary administrative changes required to fully implement LRE. The OSERS strategy has been based on two fundamental approaches: research and development through the discretionary programs, which is described below, and technical assistance under the Regional Resource Centers, which is described elsewhere in this report.

Special Education Programs (SEP) has organized a number of its discretionary programs into a concerted effort to develop innovative strategies in support of LRE activities. Various discretionary programs emphasize LRE activities in the area of their authority. For example, the Early Childhood Program supports a number of projects that are based on service delivery in an integrated environment such as:

- Project Kid Link - Topeka, Kansas. The project serves 18 to 20 children aged 2 years 9 months to school age who are primarily physically handicapped and have secondary handicaps in fine- and gross-motor skills, speech, language, cognitive functioning, or social skills. By offering full-time day care, the project attracts parents who enroll their nonhandicapped children in the existing program for developmentally delayed children. Staff members identify strategies and methods to facilitate interaction between handicapped and nonhandicapped children and the participation of nonhandicapped children as models in treatment.

- Planning School Transitions: Family and Professional Collaboration - Lawrence, Kansas. The project serves 25 to 30 mildly to moderately handicapped children aged 3 to 5 who can potentially benefit from placement in preschools or kindergartens with nonhandicapped children. The project's services include a transition training model to prepare children in their current, specialized classroom placements for transition into more integrated placements. A three-part curriculum consists of (1) a sequenced, individually-paced preacademic curriculum; (2) a behavioral skill curriculum to teach appropriate attentional, social, and mastery skills; and (3) a curriculum of transition skills to facilitate generalization of learned skills to new placements.

- Mainstreaming Multihandicapped Preschool Children Using Trained Volunteers - Kansas City, Missouri. The project serves approximately 30 children, aged 6 months to 5 years, with the following handicapping conditions: cerebral palsy, mental retardation, autism, hydrocephaly, microcephaly, hearing and visual impairments, and language delay. The goal of the project is to develop an integration model that uses trained volunteers to implement individual education plans in language development, socialization, and social integration with handicapped children in integrated settings. Children from a preschool for handicapped children are integrated on a part-time basis with children from an existing day care center currently serving only nonhandicapped children. Trained volunteers help children in the transition process by providing instruction and guidance in identified goals and objectives.

- Preparation for Regular Education Placement (PREP) - Pittsburgh, Pennsylvania. This project provides services to 10 children aged 3 to 5 years who demonstrate significant deviant and maladaptive behavior patterns in a wide variety of settings and, as a result, are not expected to benefit from regular kindergarten without preliminary treatment. The project offers a comprehensive preschool model, integrating behavior disordered and nonhandicapped children. The curriculum has three interrelated aspects: (1) systematic programming for the reduction of maladaptive behavior patterns; (2) generic and individualized social and academic survival skills training; and (3) instruction in preacademic and academic survival skills. Handicapped children learn social and survival skills related to successful placement in regular education settings.

- Preschool Training Project (PTP) - Logan, Utah. This project serves 25 handicapped children aged 4 to 5 years who are eligible for school placement the following school year and who demonstrate a delay of a year or more in mental age and at least one skill area. The purpose of the project is to prepare handicapped children for successful integration into kindergarten and elementary schools, using a model with four components: (1) child preparation, which occurs in an integrated preschool and develops learning strategies, social skills, and academic skills in formats that approximate kindergarten and elementary school settings; (2) information transfer, which facilitates the administrative transfer of records; (3) placement, which teaches parents to act as advocates to secure more integrated placements; and (4) follow-up, which ensures that the mainstream teachers receive support, training, and information about the child.

The Special Needs Section, which administers programs for severely handicapped and deaf-blind children, initiated a major effort in 1983 to develop instructional and service delivery strategies that would be particularly effective in furthering the integration of the severely handicapped in educational, community, and employment settings. This effort consisted of the support of four Severely Handicapped Institutes which are designed to conduct extensive research over a five year period in topics relevant to the integration of severely handicapped students. These multidisciplinary, collaborative projects are concentrating their research on either transition into less restrictive settings or on the generalization of skills from the environment in which the skill was learned to other environments.

- The California Research Institute on the Integration of Students with Severe Disabilities - San Francisco State University is conducting longitudinal research of variables influencing the process of transition from separate schools or hospitals to regular public schools. A consortium of 3 universities, 12 metropolitan school districts, and the California SEA has been formed to (a) facilitate the transition of up to 750 severely handicapped students into regular public schools; (b) conduct short-term, formative research on variables that could affect the educational outcome of these students; (c) conduct summative, large sample, longitudinal studies on all identified issues and problems of outcome; (d) validate three new pragmatic variables affecting the efficiency of the educational effort; (e) translate research outcomes into applications; and (f) provide a comprehensive evaluation of project activities.

- The University of Minnesota Consortium Institute for the Education of Severely Handicapped Children is investigating effective strategies to facilitate the transition of severely handicapped children from restrictive to less restrictive environments. The contributions of administrative system structures, parent/advocacy networks, community services, social climate, and the child's behavior and skill repertoire to placement decisions will be systematically investigated in order to determine where impact is needed, if children are to participate in integrated, community environments. The support needs of parents whose children are at home and attending public school will also be described and disseminated to policy makers who might provide such support and, thereby, prevent movement to more restrictive living and educational environments.

- The Extending Competent Performance Research Institute-University of Oregon was established to develop, evaluate, and disseminate knowledge and materials to improve the efforts of severely handicapped students, schools, and researchers in achieving and maintaining skill performance across environments. The conceptual premise for the Institute is found in the phrase "Extending Competent Performance." The issue will be whether it is possible to develop and disseminate cost-effective analysis and training procedures that will allow the extension of competent behavior beyond traditional training settings. The Institute will address this issue by combining research methodology and field test procedures within a conceptual and organizational framework that ensures a consistent, yet flexible, approach to the problems of generalization.

- The Washington Research Organization Institute for Education of Severely Handicapped Children - University of Washington is focusing on the investigation of factors that influence generalization of learned skills to various environments. The Organization intends to develop and validate effective, replicable educational interventions that facilitate the generalization of a wide variety of functional skills that lead to increased independence and an enhanced capacity to function in more integrated environments. The research and intervention activities are composed of the following phases: (1) retrospective, descriptive evaluation of existing environments; (2) controlled experimental research; (3) supported application studies; (4) prompted, closely monitored application research; and (5) general adoption studies.

In addition to the Severely Handicapped Institutes, the Special Needs Section also supports a variety of other LRE initiatives including:

- Community-Based Instructional Program - San Francisco, California. The primary objective of this San Francisco State University project is to extend the best educational practices of community intensive instruction to students with severe disabilities, including the deaf-blind. Deaf-blind students participate in an instructional model that teaches functional life skills across a variety of non-classroom and community environments. The program includes parent/family involvement in determining curricular content. The project's impact will be to demonstrate the educational validity of a community-based instructional delivery system for severely handicapped children.

- Transition Project - College Park, Maryland. This project, a collaborative effort between the Montgomery County Public Schools and the University of Maryland, has designed a service delivery system for severely handicapped students that includes (1) integrated classes of severely handicapped students located in regular elementary, junior high, and senior high schools; (2) community-based instruction for severely handicapped students in community settings in order to insure that students are able to use public transportation, stores, restaurants, leisure facilities, and assist with chores at home; (3) parent input in planning for the long-term social, vocational, and community needs of their severely handicapped child; and (4) transition to work and group homes where students are taught job skills at competitive job training sites in the community.

- Vanderbilt University - Nashville, Tennessee. The major purpose of this project is to develop and evaluate procedures that incorporate research on social interaction into an ongoing program for autistic children that will enhance the probability of the successful integration of autistic children into less restrictive environments. The project has the following objectives: (1) to develop and refine systematic procedures designed to increase the social skills of autistic children; (2) to design procedures for training less handicapped and normal peers to act as major change agents in the social behavior of autistic children; and (3) to develop training materials that will prepare teachers of autistic children.

- University of Wisconsin - Madison, Wisconsin. This joint venture between the University of Wisconsin-Madison (UM) and the Madison Metropolitan School District (MMSD) will demonstrate that a wide range of severely handicapped students can be prepared to transit efficiently at age 21 from chronologically age appropriate regular schools to nonsheltered vocational environments in which they will perform meaningful work. The project staff and their associates function primarily in three task forces: the Vocational Task Force which is primarily concerned with generating, implementing, and evaluating curricular information used to provide vocational and related services to severely handicapped students maximizing the probability of the performance of meaningful work in nonsheltered vocational environments; the Domestic Living Task Force which is generating curricular information on domestic living instruction that increases the likelihood that severely handicapped persons at age 21 are prepared to perform or participate in the many domestic living skills associated with nonsheltered vocational functioning; and the Recreation/Leisure-Community Functioning Task Force which is generating curricular information needed to prepare severely handicapped students to function in many community environments and to choose and engage in recreation activities.

Summary

OSERS continues to support the expansion of program options in integrated settings for all handicapped children through the development of improved instructional and service delivery strategies, and the provision of technical assistance to assure full implementation of the procedural requirements of LRE. OSERS believes that this combined approach of developing, demonstrating, and disseminating quality strategies and the provision of technical assistance to SEAs through the Regional Resource Centers will produce the knowledge and circumstances required to influence and stimulate improved LRE implementation at the local level.

Special Education Personnel Employed and Needed

An essential component of providing a free appropriate public education to all handicapped children is the availability of trained personnel to serve them. This section of the report provides information on the numbers of personnel employed and needed to meet the goal of providing full educational opportunity to all handicapped children as required by 20 U.S.C. 1412(2)(A).

The most recent data on special education teachers and other personnel employed and needed to fully serve handicapped children were collected by States during school year 1983-84. Personnel other than special education teachers include psychologists, other diagnostic staff, occupational therapists, physical therapists, speech pathologists, audiologists, teacher aides, vocational education teachers, work-study coordinators, physical education teachers, recreation therapists, school social workers, supervisors, and other non-instructional staff. Special education teachers are categorized by the handicapping conditions corresponding to the EHA-B and ECIA (SOP) child count. All personnel are reported in full-time equivalency (FTE) of assignment. The manner in which States define personnel categories and FTEs is varied, so the following data must be interpreted with some caution.

States reported that the number of special education teachers employed increased between 1982-83 and 1983-84 from 241,079 to 247,791. This represents a 2.7 percent increase in the number of teachers compared with a 1.0 percent increase in the number of students requiring special education and related services during the same period.1/

The number of special education teachers employed since 1976-77 has risen annually, as has the number of handicapped students. However, the number of teachers has increased at more than twice the rate at which the number of handicapped students has increased (37.8 versus 17.1 percent). For personnel other than special education teachers, the rate of increase has been even larger: 49.4 percent. These trends reflect the progress being made toward achieving the goal of providing full educational opportunity to all handicapped children. Challenges remain, nonetheless, as more special education teachers and related services personnel are reported by the States to be needed in every category.

Of the 11 categories comprising the total number of special education teachers employed, seven increased in number from 1982-83 to 1983-84. The categories that decreased in number were teachers of mentally retarded, hard-of-hearing and deaf, visually handicapped, and deaf-blind students.

1/ When comparisons are made in this section between the numbers of special education personnel and numbers of handicapped students, both counts are for the 1983-84 school year.

Generally, the increases and decreases in the numbers of special education teachers by category tended to follow similar increases and decreases in the corresponding handicapped child count categories. For example, the decrease in the numbers of teachers of the mentally retarded, hard-of-hearing and deaf, and deaf-blind were accompanied by a decrease in the number of students reported in each of these categories. Conversely, the number of teachers reported as noncategorical and as serving the learning disabled, seriously emotionally disturbed, multihandicapped, and other health impaired increased, as did each of these child count categories.

Despite the reduced numbers of special education teachers in some categories during 1983-84, 51 States and territories reported a need for 17,103 additional teachers during the same period to meet or maintain their full educational opportunity goal. As shown in Table 5, the categories of special education teachers reported by States to be most needed were primarily teachers for students with low incidence handicapping conditions and the more severely handicapped. Specifically, States reported that the greatest percentages of teachers were needed to serve multihandicapped, hard-of-hearing and deaf, visually handicapped, seriously emotionally disturbed, other health impaired, and deaf-blind students. It should be noted with respect to teachers of the deaf-blind and other health impaired, however, that while a significant number of these teachers were reported to be needed relative to the total number employed, these needs were expressed by fewer than half of the States. This is in contrast to the other teacher categories for which most States expressed needs.

The total number of personnel other than special education teachers also increased between 1982-83 and 1983-84 from 224,684 to 226,505. This 0.8 percent increase is slightly smaller than the 1.0 percent increase in the number of handicapped students receiving services during the same period.

Categories of personnel that grew included occupational and physical therapists, teacher aides, supervisors, psychologists, other diagnostic staff, speech pathologists, work-study coordinators, and vocational education teachers. Work-study coordinators and vocational education teachers showed by far the greatest annual growth; together they increased almost 20 percent.

Fewer school social workers, recreational therapists, physical education teachers, audiologists, and other non-instructional staff were employed in 1983-84 than in 1982-83. However, States expressed a need for an increase in all categories of personnel during this same period, totaling 17,504 additional staff. Table 6 shows that the need relative to the number employed for each category was greatest for physical, occupational, and recreational therapists; other diagnostic staff; audiologists; and physical education teachers. All categories of personnel were needed by most States with the exception of recreational therapists.

TABLE 5

Special Education Teachers:
Number Employed and Increase Needed as Reported by
States for School Year 1983-84

Special education teachers by handicapping condition	Employed	Needed
Learning disabled	89,756	4,772
Mentally retarded	58,727	3,426
Seriously emotionally disturbed	28,225	2,798
Speech or language impaired	20,600	1,443
Hard-of-hearing and deaf	7,253	759
Multihandicapped	5,769	621
Orthopedically impaired	4,643	303
Other health impaired	3,174	481
Visually handicapped	3,047	289
Deaf-blind	786	123
Non-categorical	24,919	2,090
Total teachers	247,791	17,103

TABLE 6

Special Education Personnel Other Than Teachers: Number Employed and Increase Needed as Reported by States for School Year 1983-84

Type of personnel	Employed	Needed
Teachers aides	105,394	6,279
Other non-instructional staff*	41,353	2,229
Speech pathologists	20,838	1,689
Psychologists	14,811	1,491
Supervisors	11,846	1,030
School social workers	7,586	758
Other diagnostic staff	6,562	1,248
Vocational education teachers	5,781	573
Physical education teachers	3,694	583
Work-study coordinators	2,678	201
Occupational therapists	2,488	544
Physical therapists	1,958	547
Audiologists	773	130
Recreational therapists	593	142
All staff	226,505	17,504

* Includes staff involved in health services (nurses, psychiatrists, etc.), food service, maintenance, pupil transportation, etc.

State estimates that 17,103 additional special education teachers and 17,504 other personnel were needed in 1983-84 to meet the full educational opportunity goal mandated by Congress are probably conservative. Additionally, while States are required to report the number of personnel needed to fully serve handicapped children rather than the number of unfilled positions, this tends to be difficult for State and local educational agencies to estimate. As stated in a 1981 special report of the Illinois State Board of Education:

> Defining teacher demand in terms of personnel needed to meet or maintain the full educational opportunities goal for handicapped children is to determine need for personnel by establishing categories of service which should be available in any given district. Historically, however, teacher demand is defined by number of vacancies filled or by unfilled positions for which a student population already exists. This approach is related to the level of services which the local school district is willing and able to maintain. (Illinois State Board of Education, August 1981.)

In other words, it is possible for a State to report no need for personnel because all positions are filled and yet still have a genuine need for additional personnel to fully serve its handicapped children.

The need for special education teachers and other personnel, while significant, actually decreased between 1982-83 and 1983-84 from a total of 40,215 to 34,607. This indicates a measure of progress in meeting the full educational opportunity goal to all handicapped children. However, the need for special education personnel is likely to increase rather than diminish in the future. The National Center for Education Statistics is predicting an end to the declining general school enrollment beginning in school year 1985-86. This will probably result in larger numbers of handicapped students needing more personnel to serve them.

The Department of Education will continue its efforts to help attract, train, and retain qualified personnel to ensure that all handicapped children are provided full educational opportunity. Special Education Programs has been and is continuing to focus attention and resources on the preservice preparation of special education personnel where the needs are greatest; on the training of parents; and on the support of comprehensive systems of personnel development within each State that include inservice training of both general and special education personnel, and the dissemination and adoption of promising educational practices and materials.

Assisting States and Localities in Educating All Handicapped Children

One of the primary goals of the EHA-B State Grant Program is to assist States and local educational agencies in providing a free appropriate public education for all handicapped children. This assistance is provided through two major systems: (1) financial assistance to State and local educational agencies as authorized by the Act; and (2) SEP's program review process, consisting of the review of State plans and compliance monitoring.

This chapter describes various ways in which the SEAs use both Federal entitlement funds and Federal discretionary funds to initiate, expand, and improve services to school-aged handicapped children as well as to infants, preschool, and postsecondary handicapped children. In addition, a number of examples are provided to illustrate the range of activities supported by the discretionary programs authorized by the Act. These discretionary programs provide the primary funds for achieving new knowledge and qualitative improvements in the area of special education and related services. Also, current Federal procedures to review, analyze, and approve State Plans are described, and SEP monitoring activities during school year 1984-85 are discussed.

Funds for Serving All Handicapped Children

According to the legislative mandate, each annual report to Congress on the Education of the Handicapped Act requires that information be included to report on Federal, State, and local expenditures. This section of the report describes and provides numerous examples of the ways in which EHA-B set-aside funds, funds generated by ECIA (SOP), and Incentive Grant funds authorized by Section 619 of the Act are utilized by States to continue to expand and improve services to handicapped children and youth.

Entitlement Programs

EHA-B State Grant Program

The EHA-B State Grant Program distributes funds on an annual basis to each State based on the total number of handicapped children reported by their respective local educational agencies as receiving special education and related services on December 1 of the previous fiscal year. The

funding for the EHA-B State Grant Program has increased substantially from FY 77 to FY 85, from $251,769,927 in FY 77 to $1,135,145,000 in FY 85. These figures translate into an average per-child amount of from $72 per child in FY 77 to $276 for FY 85. This per-child average is not a per-capita expenditure, but represents the distribution formula on which the allocation to the States is based. The amount of EHA-B State Grant Program awards for fiscal years 1977-85 is contained in Table 7.

Administrative costs. According to the Education of the Handicapped Act regulations, each SEA must distribute at least 75 percent of the funds received under the program to LEAs and intermediate educational units (IEUs) as a flow-through to support the education of handicapped students (20 U.S.C. 1411(c)(1)(B)). The LEAs must assure that these funds are expended for direct services to handicapped children and that the Federal funds do not supplant State and local expenditures.

The remaining 25 percent of the EHA-B State Grant Program funds may be set aside for use by the SEA. Of the amount set aside, SEAs may use up to one-fifth, or $350,000, whichever is greater, to pay for administrative costs. (NOTE: The amount of administrative costs permitted for SEA use was increased from $300,000 to $350,000 for FY 1986 as a result of P.L. 99-199, The National Science Foundation Authorization, signed into law on November 22, 1985.) As reported in the Seventh Annual Report to Congress, most SEAs use these funds to meet basic administrative costs. A few states, however, have been able to use part of these funds for purposes other than direct administrative costs, as illustrated in the following examples:

- The Ohio Division of Special Education uses part of its administrative set-aside funds to foster interagency collaboration--in the form of boundary-crossing--at the State level. They hire special education staff to work directly in three other divisions of the State Department of Education: The Vocational Education Division, the School Finance Division (which handles all transportation matters), and the Elementary and Secondary Arts Division. The special education personnel are part of these other divisions, participating in policy and programmatic decisions as they affect handicapped students. Rather than serving to hire additional personnel who are attached directly to the Division of Special Education, the administrative funds encourage boundary-crossing, or the placement of staff in cross-agency assignments where they may more effectively influence intra-agency understanding and cooperation. According to the director of special education, this simple practice has "raised the consciousness" of other education administrators to the needs of handicapped students.

TABLE 7

EHA-B State Grant Program Funding,
Fiscal Years 1977-1985

Fiscal Year	EHA-B State Grants	Child Count	Per-Child Average
1977	$ 251,769,927	3,485,000	$ 72
1978	566,030,074	3,561,000	159
1979	804,000,000	3,700,000	217
1980	874,500,000	3,803,000	230
1981	874,500,000	3,941,000	222
1982	931,008,000	3,990,000	233
1983	1,017,900,000	4,053,000	251
1984	1,068,875,000	4,094,000	261
1985	1,135,145,000	4,113,312	276

- Idaho elected to use its administrative funds as part of an Excellence in Eduction program. Idaho's Special Education Section awarded 10 teachers $2,500 each for developing outstanding curricular extensions to help mildly handicapped students with the regular curriculum, enabling the mildly handicapped student to remain in a regular classroom. To date, 30 awards have been made over three years, and 30 courses have been modified. State officials see this as a major payoff for a small investment of money.

State set-aside funds. The remaining 20 percent of the set-aside funds may be used for a range of State-established priorities in the areas of direct and support services for the education of handicapped students. The purpose of this provision is to enable SEAs to fill in any gaps in services on a Statewide basis. As noted in the Seventh Annual Report to Congress, many States do not utilize all 20 percent for such purposes, preferring to pass a portion of this money to LEAs.

SEAs continue to use a portion of their 20 percent set-aside funds to support a variety of innovative programs to improve educational services to handicapped children. In addition to broad-based inservice training projects and support for locally developed model projects, many SEAs are targeting funds to special populations or for special purposes, such as severely handicapped students; age-specific populations, such as infants; integration of handicapped children; technological improvements; program effectiveness evaluations; and improvements in procedural safeguards and parental training.

Severely handicapped. Several States are using set-aside money to develop improved practices for severely handicapped students. Connecticut and Iowa are illustrative:

- The Bureau of Special Education and Pupil Personnel Services in Connecticut used a portion of its 20 percent set-aside money to develop a model for serving severely handicapped students in integrated public school programs. State officials recognized that many severely handicapped students in Connecticut were being served in segregated facilities in either private schools or State-operated institutions. To address this situation, the SEA began a cooperative venture with regional education centers and the University of Connecticut School of Education to develop, implement, and evaluate a model that would give severely handicapped students the opportunity to interact with their peers and live in

the mainstream of society while being educated in public schools.

Developed over the past three years and called "Connecticut's Data-Based Model," the model includes seven elements for the education of students with severe disabilities, aged 3 through 21: (1) a program philosophy; (2) a service delivery model; (3) a set of instructional strategies; (4) assessment and evaluation systems; (5) curriculum guidelines; (6) supervisory and administrative procedures; and (7) integration activities. The model was implemented in three sites on a pilot basis during 1984-85 and is being expanded to nine additional sites in 1985-86. After evaluation data has been analyzed, replication guidelines will be developed for use by other districts.

- Iowa also uses some of its 20 percent EHA-B set-aside money to stimulate LEAs to integrate severely handicapped students into the public schools. The Special Education Division used $35,000 of this money in 1984-85 to support an integration team made up of a parent, a regular and a special education teacher, an administrator, a consultant, and three State officials. The team provides assistance to LEAs and area education agencies in developing local integration plans that address the physical, functional, social, and community integration of severely handicapped students. The integration team provides inservice training and workshops for local districts and State schools upon request.

Age-specific populations. Other States target their 20 percent set-aside funds for age-specific populations. California, for example, has chosen to encourage services to handicapped infants, as described below:

- The California Special Education Division used $2.324 million, about 21 percent of its set-aside funds, to assist LEAs in the provision of services to handicapped infants during 1984-85. The SEA made these funds available to LEAs throughout the State on a competitive basis in order to encourage LEAs to develop infant programs. Legislation enacted in the Spring of 1985 mandates the SEA to continue to spend at least this amount of its set-aside money on infant programs each year until the legislature determines, upon recommendation of the SEA, that this funding is no longer needed.

One example of a California LEA that has used this money for its local infant program is Merced County. A rural county in the central San Joaquin Valley, the Office of Merced County Superintendent of Schools provides multiple services by a team of professionals (including special education teachers, occupational therapists, nurses, social workers, and speech and language specialists) to infants from birth through age three and their families. Services are provided either in the home or at a center or both, and there is a strong parental support and advocacy component, based on the belief that parents are capable of being the infant's best teacher. The staff are responsive to the diverse ethnic demography of the county as evidenced in offering services in any of six languages and working with the family in the context of their own culture. During the 1984-85 year, the program received 125 referrals and served from 65 to 90 families at any given time. The county used $123,000 of the EHA-B State set-aside money, combining it with other State and local funds for a total budget of $319,000.

Integration of special and general education. Several States have initiated efforts to integrate special education and general education. Many of these efforts stem from the belief that if handicapped students are to be served in the least restrictive environment, special education must be able to deliver services to the handicapped child rather than only bringing the child to the services. Several States have elected to use their EHA-B set-aside money to further the integration of special education and related services into regular education settings. For example:

- The Colorado Special Education Services Division used part of its 20 percent set-aside funds in a major new planning effort to redefine its special education and related services delivery system for handicapped students. State officials believe that the framework for the existing system needs to be modified in several ways. For one, they sought to replace the current labeling system for both handicapped students and teachers with a new system that groups children according to the severity of their needs. Second, they wanted to restructure their current practices of using support staff outside the regular classroom. To do this, the SEA launched a planning initiative that calls for team teaching and consultation provided directly in the regular classroom. The implications of these changes for higher education certification are

also noted in the plan. Colorado intends to operationalize the new delivery system on a pilot basis in two to three LEAs during 1986.

- As part of its excellence in education initiative, the Utah State Board of Education recently developed a new core curriculum with specific mastery standards. The Special Education Programs Division elected to use a portion (approximately $300,000) of its 20 percent set-aside funds to train regular education teachers in the application of the new standards to handicapped students. Special educators believed that the new standards should apply to all students, handicapped and non-handicapped alike, with the exception only of the most severely handicapped students. The new curriculum provides corrective units for students who do not initially master the core curriculum.

  During the 1984-85 school year, the Utah State Special Education Division developed a major inservice training program for both regular and special education teachers on the use of these corrective units in the new curriculum. The goal was to prevent the need for less severely handicapped children to be sent out of the regular classroom for special help. Instead, State officials believed the regular teacher should be able to use different teaching techniques to match the individual's particular learning style. The result was an elaborate inservice program designed to help the regular teacher use the new core curriculum to teach a wider range of handicapped students in the regular classroom.

Technology. Another increasing area for the expenditure of EHA-b set-aside funds is technology. More and more States are using this money to develop and operate computer information systems that keep track of all special education students throughout the State. Nebraska is an example of a State that has done this for one group of handicapped students.

- The Nebraska SEA developed a computer tracking system for sensory-impaired children ages birth through three with its 20 percent set-aside money. The project was instituted with the help of the Office of Demographic Data at Gallaudet College in Washington, D.C. Gallaudet contributed data they had collected in Nebraska on hearing impaired infants, and the SEA combined these data with information on the

visually impaired, expanded its scope, and now maintains profiles of 1,380 children in its system. Information on each child includes location, level of functioning, and presence of any other handicapping conditions. These data are used to help the State determine what types of services should be provided and where services should be located.

Program effectiveness. Another use of EHA-B 20 percent set-aside funds is to support research needed to improve program quality. Special educators are using federal funds to evaluate the effectiveness of some of their programs. Iowa is one example of a State that has used its EHA-B set-aside money for this purpose.

- In 1985, the Iowa SEA launched a five-year longitudinal research study with its EHA-B set-aside money to determine what happens to special education students after they leave school. During 1985, officials tracked a sample made up of 50 percent of all students formerly enrolled in special education programs who had been out of school (either by graduation or by dropping out) for one year. Fifteen regional units throughout the State along with area educational agencies and a staff of consultants and specialists conducted the initial stage of the study. In 1986, the SEA plans to continue to follow these students and to select a new sample of former students. The purpose of the study is to assist education officials in gauging how successful their transition programs have been in terms of how well students enter the world of work, higher education or other community activities after leaving special education.

  The SEA used $75,000 of its EHA-B set-aside money to finance the first year of this research study. Iowa officials believe the initiative to be a good use of Federal dollars because it allows them to evaluate their transition programs and make changes to improve them as necessary.

Procedural safeguards and parental training. States are increasingly using their EHA-B 20 percent set-aside money to improve practices in such areas as parental education and procedural safeguards. State officials are placing a high priority on parental involvement in the education of their handicapped children and the benefits resulting from better cooperative planning between home and school. Officials are also increasingly aware of the benefits of mediation to avoid costly and timely hearings and court procedures as the sheer number of handicapped students served in each State continues to grow. The following example illustrates the use of set-aside funds for parental education:

- As the largest initiative using its 20 percent set-aside money, the Colorado Special Education Services division developed a three-pronged program to enhance the involvement of parents in special education. The first component--called Parents Encouraging Parents (PEP)--seeks to build a Statewide network of parents trained to support other parents through a two and a half day training session. In 1984-85, 400 parents were trained through PEP. The second component--called the Parent-Professional Partnership (PPP)--uses some of the parents trained in PEP to help LEAs develop plans for new programs and policies. In 1984-85, PPP brought parents and local special education officials together in approximately 10 LEAs. Third, the State contracts with 12 parents to act as consultants to other parent groups. These parents are used as professional staff, traveling around the State to help groups on particular subjects such as grievance procedures and the effects of a handicapped child on other family members.

State Operated Programs for the Handicapped (Chapter 1 of the Education Consolidation and Improvement Act of 1981)

Grants are also provided under Chapter 1 of the ECIA, formerly P.L. 89-313, a 1965 amendment to Title I of the Elementary and Secondary Education Act, to provide funds for the education of handicapped children in State-operated or State-supported schools, and to LEAs serving handicapped children who have transferred from State-operated programs. ECIA (SOP) funds are provided for the purpose of expanding or improving programs serving handicapped children currently or previously enrolled in State-operated or State-supported programs. In order to encourage the transfer of children to programs in their home communities, a 1975 amendment to ECIA (SOP) allowed program funds to follow children transferred from State-operated or State-supported programs to programs supported and operated by LEAs. The number of children served by LEAs increased substantially from 25,000 in FY 79, the first year these statistics were available to 49,681 in FY 83, the last year these statistics were collected. Table 8 presents the funding history of ECIA (SOP) from FY 66 to FY 85, including the amount distributed, the number of children served, and the per-pupil allocation.

TABLE 8

ECIA (SOP) State Formula Grant Funding
From Fiscal Years 1966-1985

Fiscal Year	Amount Distributed	Number of Children	Per Pupil Allocation
1966	$ 15,917,101	65,440	$243
1967	15,078,410	82,797	182
1968	24,746,993	87,389	283
1969	29,781,258	96,499	309
1970	37,483,838	110,531	339
1971	46,130,772	121,568	379
1972	56,380,937	131,831	428
1973	75,962,098	157,997	481
1974	85,777,779	166,415	515
1975[a/]	183,732,163	178,763	1,028
1976	111,433,451	188,078	592
1977	121,590,937	201,429	604
1978	132,492,071	223,804	592
1979	143,353,492	225,660	635
1980	145,000,000	233,744	620
1981	152,625,000	243,708	626
1982	146,520,000	242,616	604
1983	146,520,000	245,785	596
1984	146,520,000	247,119	593
1985	150,170,000	249,656	587

a/ From fiscal years 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 75, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 75 was for funds to be used in both fiscal years 1975 and 1976.

Most States report using their ECIA (SOP) funds for students still residing in their home communities or being served through State-operated or State-supported facilities. Some States, however, use the funds to bring students back to their home communities; to provide enhanced services to students; or to focus on special populations, such as infant and preschool children. The following examples are illustrative of ways in which SEAs use ECIA (SOP) funds:

- The New Hampshire Division of Special Education uses some of its ECIA (SOP) money to help bring children placed out-of-district back to their home communities. It does this by funding Home/School Coordinators in 17 LEAs throughout the State. The coordinator's job is to act as the liaison among parents, the home school district, and the child placed in an out-of-district facility, whether it be a private school or State facility. The coordinator works to effect a smooth, well-planned return to the home community whenever possible. Without these coordinators, SEA officials believe that many more students would remain in out-of-district placements in New Hampshire.

- In Maryland, the State School for the Blind uses some of its ECIA (SOP) money to fund an outreach specialist to assist in bringing children placed in that facility back to their home schools. The outreach specialist works with the students, the home school central staff, and the family and community. SEA staff report that the outreach specialist is very helpful in linking the State program with the local programs. Along these same lines, one school district in Maryland uses a portion of its ECIA (SOP) funds for a family liaison specialist. The role of this specialist is to provide counseling to the families of children who have been residing in out-of-district placements and are returning to the home and school community.

- A different approach to the use of ECIA (SOP) funds is occurring in Georgia, through its psychoeducational centers, a system of 24 regional programs, focused on infants and preschool handicapped students. These State funded centers serve children aged birth to five who have severe emotional or behavioral problems. ECIA (SOP) funds are used to provide enhanced services such as additional related services, smaller class sizes, and parent related activities. While the centers would be operational without the ECIA (SOP)

dollars, a more narrow range of services would be available. The services provided through these centers are particularly important as the State does not require school districts to serve children below the age of five and, consequently, the only services mandated for the birth to five population are those provided in the psychoeducational centers.

Incentive Grant Program

Another State formula grant program which provides funds to the States is the Incentive Grant Program authorized under Section 619 of EHA-B. This program is designed to encourage States to expand educational services to preschool handicapped children aged three through five, and awards formula grants to States on the basis of the number of handicapped children in this age range receiving special education and related services. The Education of the Handicapped Act Amendments of 1983 expanded the age range eligible to be served to birth through five years; however, the Amendments did not alter the three through five age range used to determine the distribution of funds.

Table 9 provides a summary of the funding history and the number of children served by the Incentive Grant Program. In FY 77, less than one-half of the SEAs elected to participate in the program. Since FY 78, an increasing number of States have chosen to participate and, since FY 83, 55 of the 57 eligible agencies have participated in the program. This increase in State participation has been accompanied by a 30 percent increase in the number of preschool children receiving special education and related services.

Some States pass through their Incentive Grant money from Section 619 on a competitive basis to local school districts for direct services. Typically, the SEA releases a Request for Proposal, and awards grants to LEAs on a competitive basis. At least one State, however, uses its Section 619 money as an entitlement grant rather than as discretionary money. Massachusetts has chosen to provide $1,000 for every three to four year old handicapped child served by a local district. State officials feel this will serve as a stronger incentive for LEAs to expand their programs to three to four year olds than a competitive awards process which leaves many LEAs unfunded.

In addition to providing direct service to young children, some States use their Incentive Grant money to provide training and support to parents. As in the above examples of States using their EHA-B set-aside money to help involve parents in the education of their handicapped child, States use their Incentive Grant money for similar purposes. Examples of this are found in Iowa and California:

TABLE 9

Incentive Grant Program Funding
From Fiscal Year 1977 to 1985

Fiscal Year	Funding	Child Count	Per-Child Share
1977	$12,500,000	197,000	$ 63
1978	15,000,000	201,000	75
1979	17,500,000	215,000	81
1980	25,000,000	232,000	108
1981	25,000,000	237,000	105
1982	24,000,000	228,000	105
1983	25,000,000	242,000	103
1984	26,330,000	253,000	104
1985	29,000,000	259,483	112

- Since 1978, the Iowa Special Education Division and the Iowa School for the Deaf have co-sponsored the "Parent Infant Institute," using Incentive Grant funds, among others. For one week in the summer, professional staff work with parents and their deaf infants at the Iowa School for the Deaf. Families and staff live on campus for the week. The focus of the institute is on parent training, but staff also conduct supplementary diagnostic evaluations and instructional programs for the infants. The entire program is provided at no cost to the families. In 1985, the State used $18,000 of its Incentive Grant money to fund the institute.

- The San Diego County Office of Education, Special Education Division, uses Incentive Grant money to provide parent education services to parents of handicapped infants. The Parent Support Aide program grew out of a perceived local need; parents who had already been through the program recognized the need that new parents have for support. A Parent Support Aide program has been developed as one component of the Home Oriented Parent Education (HOPE) Infant Program. Parents of handicapped children who have already completed the infant program are trained to support other parents whose children, ages birth through three, are just starting the program.

  Under the program, Parent Support Aides make three to five visits to a family's home after the handicapped infant has been initially assessed. Parent Support Aide visits occur before a home teacher is assigned and the educational program is implemented. Because the Parent Support Aide has been through the program, the experienced parent can explain to the new parents how the infant program works and provide information about additional community resources. The aide also tries to help the new parents deal with any fears they may have over raising a handicapped baby.

County officials believe this program is unique for three reasons. First, it is based on the principle that parents who have "already been there" are a vital resource to help support new parents of a handicapped child. Second, the program is an integral part of the educational systems, not an adjunct or separate project provided to only a few parents. And third, aides visit the family in their own home rather than making the family come to a school or other central location.

Another use of Incentive Grant money is computer information systems. Several States have used part of their Incentive Grant funds to develop and operate information systems that track handicapped preschoolers. Delaware is an example:

- The Delaware Exceptional Children/Special Programs Division developed a Statewide Early Childhood, Infant and Preschool Tracking System for handicapped children aged birth through five. The system includes 13 items for each handicapped child ages birth through five, including the nature of the handicap and services received. The tracking process may be initiated by one of eight agencies, which call a central telephone number to report a handicapped child. This information is entered into the system and held strictly confidential. The computer program for the system was initially created by a 14-year old gifted student whose 4-year old brother is handicapped and may soon be tracked by the computer system. Delaware's system not only tracks the progression and whereabouts of each handicapped child from birth through age five, it serves as an ongoing needs assessment, helping administrators plan for future needs.

Summary

States continue to use EHA-B administrative and set-aside funds in a variety of diverse and creative ways in order to enhance the provision of special education and related services to handicapped students. EHA-B administrative funds are being used to effectively stimulate and coordinate interagency cooperative efforts by supporting boundary crossing positions. In addition, SEAs are continuing to exhibit innovative responses to persisting needs for service improvements which are State-specific through the use of the 20 percent set aside funds. States are initiating a variety of efforts directed at improving the programs available for special

populations, such as the severely handicapped or very young handicapped children; improving the quality of special education and related services through better coordination between special education and general education, curriculum development, improvements in adopting technological advances, better program evaluation methods; and improved practices in such areas as parent education and mediation.

EHA Discretionary Programs

The discretionary programs established under EHA serve as another source of Federal funds available to SEAs, LEAs, and other agencies. In total, the discretionary programs provided $127,638,889 in FY 85, through the award of 1,393 grants and contracts. Appendix C provides a summary, by State, of the amount of funding for discretionary awards for FY 85.

The discretionary programs authorized under parts B, C, D, E, and F of the Act--

- Handicapped Regional Resource Centers
- Handicapped Innovative Programs - Deaf-Blind Centers
- Early Childhood Education Program for Handicapped Children
- Innovative Programs for Severely Handicapped Children
- Postsecondary Education Programs for Handicapped Persons
- Training Personnel for the Education of the Handicapped
- Handicapped Teacher Recruitment and Information
- Innovation and Development Program
- Media Services and Captioned Films
- Special Studies
- Secondary Education and Transitional Services for Handicapped Youth--

can be described using any one of several perspectives or conceptual designs. This section provides a description of the 11 separate discretionary programs from a functional framework. Although several of the programs fall into some of the functional categories described below, a description emphasizing function is more useful in terms of the purposes

of the Act and is more illustrative of the Federal efforts to assist the SEAs and LEAs in their efforts to provide high quality services to handicapped students.

The discretionary programs serve six basic functions: (1) research and development; (2) demonstration; (3) technical assistance; (4) information dissemination; (5) personnel preparation; and (6) direct services to low incidence populations. Each of these functions, with accompanying program examples, is described below.

Research and Development. The purpose of research and development is to develop new or improved products such as assessment instruments, instructional materials, or technological devices; to influence the discovery of research findings and new information; and to increase the quality and quantity of personnel trained in research methods. Overall, these three basic purposes can be expanded to include a variety of more elementary functions, such as the development of new knowledge, verification of effective practices, review and analysis of innovative programs, development of new applications for existing practices, information exchange, and the training of personnel in research methodology and problem solving capacity.

In order to foster these research and development purposes, the Innovation and Development Program sponsors annual competitions in field-initiated and student research, as well as directed research efforts in such priority areas as assessment, technology, minority research institutes, and research integration. The following examples of projects funded by the Innovation and Development Program are illustrative of research and development purposes.

- Ten projects were funded to examine strategies for enhancing instructional options. For example, the University of Illinois is exploring the efficacy of peer teacher collaboration in improving the ability of classroom teachers to meet the needs of students with mild learning and behavioral problems within the regular classroom. The University of California, Santa Barbara is identifying learner characteristics that frequently result in referral to special education and developing a regular education program to enhance regular educators' ability to effectively teach handicapped children integrated into regular classrooms.

- Six projects were funded to identify strategies for serving special populations of handicapped students. For example, the Irvine Unified School District in California is exploring the validity of three treatment approaches for working with secondary-age learning disabled students who are considered high-risk students for drug abuse, attendance problems, discipline problems, and academic failure.

- Thirty-one new field initiated research projects were funded in 1985. For example, a project at the University of Illinois at Chicago was funded to compare two types of parental involvement in early intervention programs for handicapped children from birth to age three. A project at Northern Arizona University is examining the effectiveness of a systematic socialization training program in facilitating the school-to-work transition for mildly to moderately handicapped secondary students. A project at Syracuse University will validate social skill educational goals which relate to the maximum success of moderate to severely handicapped students in community-based environments. In addition, 16 student research projects were funded in 5.

Demonstration Programs. A second use of discretionary funds is the provision of support for projects which demonstrate effective practices and stimulate the replication of these practices in order to contribute to the widespread adoption of innovative practices to improve educational services to handicapped students. These projects typically support model development, outreach, or planning activities. The purpose of demonstration grants is to stimulate the translation of research into exemplary practice as a basis for improving services to handicapped children through replication by SEAs and LEAs. Outreach grants serve to spread the replication of effective models developed as demonstration projects and planning grants serve to assist SEAs in the planning, development, and implementation of Statewide systems of educational services to handicapped children and youth.

The purpose of the Severely Handicapped Program is to improve and expand innovative educational and training services for severely handicapped children and youth, and to improve the acceptance of severely handicapped individuals by the general public, professionals, and potential employers. To these ends, the Severely Handicapped Program supports model demonstration projects for the integration of severely handicapped children into settings with less handicapped and nonhandicapped students, for deinstitutionalization, for improvement of daily living skills, and for the development of vocational training. Examples of these activities are provided by the projects described below:

- University of Kansas, Lawrence, Kansas - "Enhancing Parental Involvement at School to Plan for the Future of Severely Handicapped Children" - This three-year parental involvement project is training parents to be active participants in the development and implementation of their children's individual educational programs at school. By actively involving parents in this way, the project helps them plan for their children's transition from school to postschool community and employment settings.

- Utah State University, Logan, Utah - "Design for a Comprehensive State-Wide System" - The goal of this three-year project is to design a comprehensive system of services for severely handicapped children and youth age birth through 21 in Wyoming and Utah. The project analyzes the strengths and weaknesses of the various service options in each State and is developing and implementing Statewide strategies for effective service delivery.

The Handicapped Children's Early Education Program (HCEEP) was established to support the development, demonstration, dissemination, and research on experimental educational practices which meet the needs of preschool handicapped children. The program supports five types of activities: (1) demonstration grants to develop service delivery models based on innovative practices; (2) outreach grants to disseminate model programs and to assist new sites in the adoption and implementation of these models; (3) State planning grants to assist State agencies in planning, developing, and implementing services to preschool handicapped children; (4) special technical assistance contracts to provide support services to grantees developing models, conducting outreach activities, and planning; and (5) Research Institutes to conduct long-term research in the area of early education of the handicapped. Illustrations of outreach projects and State planning grants are presented below.

- Chapel Hill Training - Outreach Project - Chapel Hill, North Carolina. The project uses the Learning Accomplishment Profile (LAP) and parental needs assessments to establish individual learning objectives in center-based, home-based, and integrated settings. Teacher training is provided in curriculum task analysis, behavior modification, parent involvement, and assessment. The major outreach effects are as follows: (1) the Kentucky State Department of Education has applied its Incentive Grant funds to the replication of the Chapel Hill model in 153 counties; (2) the Chapel Hill-Carrboro Schools and Region IV

Head Start have established replication sites; and (3) 35 Louisiana parishes have replicated the model through Statewide outreach funded by the Louisiana Incentive Grant.

- Massachusetts Department of Education. The purpose of this Early Education State Grant is to develop a plan for a comprehensive service delivery system to facilitate the transition of children from one agency to another. An Interagency Planning Group, consisting of all major agencies that provide services to children from birth through five years of age who are handicapped or at-risk and their families, is directing this undertaking. The two major grant activities are (1) developing strategies that will enable Massachusetts to identify all children from birth through five years of age in need of services and (2) ensuring that appropriate services will be available and accessible as long as required.

Technical Assistance. A third functional area of discretionary activity focuses on the provision of technical assistance. Technical assistance activities typically fall into two types: (1) problem solving and (2) linkage. In the first instance, technical assistance activities involve synthesis and application of technical and substantive knowledge and practice to assist a variety of consumers who are involved in the provision of services to handicapped children. Linkage activities are directed at connecting two or more parties who have, or may have, a common interest in either information or a product. For example, a technical assistance project may specialize in developing a series of mechanisms to place writers of textbooks or curricula material in touch with publishers who specialize in such formats or areas of interest. Technical assistance activities function at various program and administrative levels. In some instances, technical assistance is directed to SEAs; in other cases it is directed to grantees which operate in such diverse settings as local education agencies, private schools, university programs, or regional centers.

The various technical assistance projects supported by SEP are of three types. First, the primary technical assistance vehicle continues to be assistance provided to the SEAs by the Regional Resource Centers in order to assist the SEAs in the implementation of EHA. In addition, a second type of technical assistance is provided to State agencies to assist them in their efforts to improve services to handicapped children in such areas as Statewide planning for early childhood special education and the provision of transition services to deaf-blind youth. In addition to the two types of technical support provided to State agencies, SEP provides technical assistance to currently funded projects which are developing

innovative practices or establishing model programs. This assistance typically consists of programmatic support in areas of specialization, such as program evaluation or research design, or in the coordination of activities among projects engaged in similar activities.

Technical assistance to SEAs through the Regional Resource Centers. Section 617 of EHA requires that the Secretary provide technical assistance to States in order to assist them in implementing the provisions of the Act and in providing all handicapped children with a free appropriate public education. The Regional Resource Center program, and other specialized or special purpose technical assistance efforts are the principal mechanisms of Federal technical assistance to the States.

The Regional Resource Center (RRC) program, authorized by Section 621 of the EHA supports six regional centers that assist SEAs and LEAs in developing quality programs and services for handicapped children. Also, the RRC program supports one coordination center to facilitate the continuous exchange of information among the RRCs, States, SEP, and SEP-supported projects.

Each RRC must

(1) assist States, through services such as consultation, technical assistance, and training, to provide high quality and effective special education and related services to handicapped children and youth;

(2) assist in identifying and solving persistent problems in providing quality special education and related services to handicapped children and youth;

(3) assist in developing, identifying, and replicating successful programs and practices which will improve special education and related services to handicapped children and their families;

(4) gather and disseminate information to all SEAs in the region and coordinate activities with other RRCs and with other relevant projects conducted by the Department of Education; and

(5) assist in the improvement of information dissemination to, and training activities for, professionals and parents of handicapped children.

Based on a needs assessment conducted by each State, SEP has identified seven areas in which States have requested technical assistance. These areas will be addressed by SEP, with the support of the RRC program, during the 1985-86 school year. The cross-regional technical assistance activities addressing the seven areas will be conducted by teams of RRC staff members, SEA staff members, consumer group representatives, and other SEP technical assistance providers.

Examples of RRC cross-State and cross-regional program assistance completed over the past year include the development and dissemination of products such as Parent Resource Directories; a Training Package on Identification and Initial Programming; and Information Bulletins on topics such as Special Education Class Size, Case Loads, and Infectious Disease; as well as the conduct of national and regional conferences.

The RRCs also provide technical assistance to individual State educational agencies in their region. Examples of the results of such RRC technical assistance activities include:

- A four-day training meeting conducted by the South Atlantic Regional Resource Center (SARRC) originally planned as a single State activity for the Florida SEA, ended with nine other State educational agencies in the region participating. The meeting was to train the Florida SEA and LEA staff administrators, as well as selected LEA teachers, on the use of technology for the visually impaired.

- The Mountain Plains Regional Resource Center (MPRRC) provided workshops and technical assistance on strategies, systems, and procedures for evaluating the quality of special education programs for over 300 people. In those instances where participants of the workshop activities employed the methodologies taught, impressive results were realized.

The RRCs provide an important contribution in supporting the SEA efforts to ensure a free appropriate public education to all handicapped children. First, the RRCs act as a continuing technical assistance presence with which the SEAs can consult on a routine basis in order to meet individual State needs relative to the implementation of EHA-B. In addition, the RRCs stimulate a continuity of effort and a catalytic force in their multiregional activities as a result of the synthesis of information of interest to several States.

Other technical assistance to State Agencies. SEP also provides technical assistance directed entirely, or in part, to a variety of public agencies, including SEAs, in their efforts to provide improved services to handicapped children and youth.

For example, a major addition to the Handicapped Children's Early Education Program resulting from the education of the Handicapped Act Amendments of 1983 was the increased emphasis on support for SEAs under the State Planning Grant component. These grants are intended to assist State agencies in planning, developing, and implementing a comprehensive delivery system for the provision of special education and related services to handicapped children from birth through five years of age. In addition, the 1983 Amendments specified that funds be made available for the provision of training and technical assistance to States preparing to receive or receiving State Planning grants. The technical assistance activities provided to States receiving State Planning grants are described below.

- Project Start provides technical assistance for the Early Childhood State Plan Program grants. This project provides training and technical assistance to assist each State in developing and implementing a plan for the comprehensive delivery of services to young handicapped children and their families. It also provides technical assistance to increase awareness among States and others regarding proven program models and other information necessary to design comprehensive service systems for young handicapped children.

Another example of technical assistance to State agencies is provided under the Deaf-Blind program. The Deaf Blind program was established to support projects that enhance services to deaf-blind children and youth, particularly by providing technical assistance to SEAs and others who are involved in the education of deaf-blind children and youth.

As a result of the 1983 Amendments, this program initiated a major change in focus which is reflected in current priorities. One such priority for the use of funds is the provision of technical assistance to SEAs. An example of such technical assistance is provided below:

- The Helen Keller Technical Assistance Center provides technical assistance to SEAs and other agencies to facilitate the transition of deaf-blind youth from education to postsecondary services such as vocational training and independent living. The project is identifying current exemplary practices to promote and facilitate interagency cooperation among State and private agencies and is supporting efforts to disseminate these practices to other programs.

Technical assistance to SEP projects. In addition to the technical assistance activities provided to State agencies, SEP offers technical assistance to currently funded projects which are developing innovative practices or model programs. Both the Handicapped Children's Early Education Program and the Division of Personnel Preparation support technical assistance to projects, which are described below.

The Handicapped Children's Early Education Program (HCEFP) supports a special project to provide support services to other program components. This project is described below:

- Technical Assistance Development Systems (TADS). TADS provides technical assistance to projects of the Handicapped Children's Early Education Program (HCEEP) in the U.S. Department of Education's Office of Special Education Programs (SEP). In FY 84-85, TADS served 83 demonstration projects, 34 outreach projects, and 3 early childhood research institutes. TADS coordinates technical assistance services through a central staff located at Chapel Hill, North Carolina, and draws on a bank of consultants and other resources throughout the country. TADS provides comprehensive technical assistance in areas such as program planning, evaluation, curriculum development, parent involvement, staff development, demonstration and dissemination, and project administration.

The 1983 Amendments established the requirement to provide training and information to parents of handicapped children and volunteers who work with parents in order to enable them to participate more effectively with professionals in meeting the educational needs of handicapped children. During FY 84, the Division of Personnel Preparation funded 19 new parent training and information projects and in FY 85, this number was increased to 61 projects. P.L. 98-199 also required the provision of technical assistance for establishing, developing, and coordinating parent training and information programs. For example:

- Technical Assistance to Parents (TAPP). The TAPP Project is a technical assistance effort funded by SEP for the purpose of providing a technical support and coordination system for the parent training and information (PTI) projects.

  In addition to technical assistance services for PTI projects, the TAPP Project also coordinates the efforts of TAPP and the parent programs with SEP, SEP funded projects, State departments of education, and various other organizations that serve children with special needs.

The services of the TAPP Project are designed to help the PTI projects provide parents with the tools needed to promote maximum independence and productivity for their children with special needs as the young people grow to adulthood. The TAPP Project and PTI projects rely on a peer model for training and information sharing.

Dissemination. The fourth area of functional activity consists of a variety of efforts which serve to collect and synthesize information about exemplary practices and distribute information to target groups.

Dissemination activities are of two types; some function in conjunction with established research or demonstration projects while others operate independently. In the first case, each research, demonstration, and outreach project has a mandatory dissemination feature. As part of the grantee's responsibility, either the research findings or the exemplary features of the demonstration model are disseminated widely to a specified audience of parents, educators, administrators, and professional organizations. In the second instance, the independent dissemination projects function as clearinghouses. These clearinghouses collect and analyze information, distribute general information to a wide audience of interested parties, and respond to questions from individuals and organizations through the provision of individually-designed packages of information.

SEP, as part of its commitment to the utilization of knowledge to improve practice, supports centers or clearinghouses to respond to questions and provide information in areas where information is difficult to obtain or where technical aspects require synthesis prior to responding to user needs. These efforts include:

- National Information Center for Handicapped Children and Youth (NICHCY). The National Information Center for Handicapped Children and Youth is funded by a three year cooperative agreement between Special Education Programs and Interstate Research Associates, Inc., of Rosslyn, Virginia which began in October 1984. NICHCY's mission is to provide, at no cost, information on handicapped children to anyone in the country who requests it by writing to Box 1492, Washington, D.C. 20013.

  NICHCY answers more than 15,000 inquiries a year from parents, professionals, State agency personnel, policy-makers, students and others concerned about children and youth with handicaps. NICHCY develops materials including fact sheets on specific disabilities, parent information and support materials, information for general education teachers, career information (including sources of financial

aid) for people considering careers in helping children and youth with special needs, legal rights information, and resource lists of public agencies, disability groups, and parent organizations.

NICHCY also publishes two newsletters: News Digest, which is a quarterly summary of contemporary information on specific topics and Transition Summary, a semi-annual compilation of information about transition issues. Subscriptions to News Digest and Transition Summary are free, upon request to the project. Combined circulation is approximately 216,000 copies annually.

- Postsecondary Clearinghouse (HEATH). The Higher Education and the Handicapped (HEATH) project has been renewed under a three-year cooperative agreement with SEP, effective October 1984. Initially funded in 1977 by grants from the W.K. Kellogg Foundation, the Ford Foundation, and the then-Department of Health, Education and Welfare, HEATH provides technical assistance to colleges, universities, and other postsecondary programs to assist these agencies in their efforts in providing services to handicapped students. HEATH is a project of the American Council on Education (ACE).

  The HEATH Resource Center, housed at the National Center for Higher Education, Washington, D.C., serves as an information resource about educational support services, procedures, policies, adaptations, and opportunities on American campuses, vocational technical schools, adult education programs, independent living centers, and other training programs relevant to the needs of handicapped students.

  Information is gathered and disseminated so that disabled persons can develop their [illegible] potential through postsecondary education, if they choose. The HEATH Resource Center utilizes such national data bases as the ERIC System, NARIC (National Rehabilitation Information Center), and ABLEDATA.

- The Center for Special Education Technology Information Exchange receives approximately 100 requests per month from local school personnel, State education personnel, university/college staff, parents of handicapped children, and vendors of educational technology products. These requests focus generally on the use of computer technology for special education students. The Center provides this information to the requestors via direct mail, newsletter/journal articles, a toll free telephone hot line, electronic bulletin boards, and an automated tape message system. This taped message system consists of over 100 pre-recorded messages related to the availability and use of technology with handicapped children both in school and at home.

Personnel Development. The Training Personnel for the Education of the Handicapped program provides financial assistance to institutions of higher education, other nonprofit organizations, and SEAs to increase the quantity and improve the quality of personnel to educate handicapped children and youth. Towards these ends, the program provides awards to

(a) assist institutions of higher education and other appropriate agencies in training personnel for careers in special education;

(b) support parent organizations to meet the unique training and information needs of parents of handicapped children and youth and volunteers who work with parents; and

(c) assist SEAs in establishing and maintaining programs for the training of teachers of handicapped children and youth, and supervisors of such teachers.

During FY 85, the Division of Personnel Preparation, SEP, held grant competitions in the following 10 priority areas: (1) preparation of special educators; (2) preparation of leadership personnel; (3) preparation of related services personnel; (4) State educational agency programs; (5) special projects; (6) transition of handicapped youth to adult and working life; (7) preparation of personnel to provide special education and related services to newborn and infant handicapped children; (8) parent organization projects; (9) preparation of personnel to work in rural areas; and (10) preparation of personnel for minority handicapped children.

The following examples, from two priority area competitions, are illustrative of the projects supported by DPP. The Related Service Personnel priority supports the preservice preparation of individuals who provide developmental, corrective, and other support services which may be required so that handicapped children and youth may benefit from special education. During FY 85, the Related Service Personnel priority supported personnel preparation programs within nine disciplines; including child life specialists, school counselors specializing in transition from school to work, school psychologists, therapeutic recreation specialists, occupational and physical therapists, paraprofessionals, education technologists, and interdisciplinary specialists. The following projects are representative of the kind of activities supported under this program priority.

- University of Washington: This project supports the development of a masters level program to prepare support professionals to work with high school-aged handicapped students. This program prepares both vocational evaluation specialists and vocational-career education consultants who will provide support services to handicapped students as they graduate from high school and move into postschool programs.

- Hahnemann University: This project trains pediatric physical therapists to assist children with handicapping conditions. This program trains clinical specialists who will serve as role models to other physical thereapists and will have the knowledge and skills necessary to serve as practicum supervisors.

The Preparation of Leadership Personnel priority supports doctoral and post-doctoral preparation of personnel to train teachers and related services personnel, to conduct research, and to become administrators of educational programs which serve handicapped children and youth. The following examples are illustrative of the kinds of activities supported by the Preparation of Leadership Personnel priority.

- Transdisciplinary Training of Leadership Personnel in Early Intervention. The University Affiliated Program at the University of Southern Mississippi in conjunction with the departments of Special Education, Speech and Hearing Sciences, Physical Education, Psychology and Counseling Psychology prepares leadership personnel in the area of early intervention for at-risk and handicapped children birth to five and their families. This training program was established to meet the needs of the State of Mississippi and Southeast region to provide a collaborative and integrated system of service delivery to young children with manifest or potential handicapping conditions.

- Preparation of Leadership Personnel: Technology in Special Education. This project at Columbia University/Teachers College prepares leadership personnel in special education who will have expertise in applications of new technology to the education of handicapped children and youth. This critical area includes computers, videodisc based programs, laser optic aids, telecommunication devices, educational television, and other electronic media. There is a lag between development of promising technological innovations and their application in special education which can be accounted for, in part, by a scarcity of special education leaders who are trained to understand, use, and teach others to use the new technology. This project is designed to train professionals who understand the characteristics and special learning needs of various handicapped populations, and who can participate in the development of computer software programs, interactive videodisc programs, microchip based prosthetic aids, and other innovations appropriate to various handicapped learners. The graduates will be knowledgeable about the new technology, be trained to conduct research on its efficacy, be able to establish and administer programs which incorporate new technology, and be prepared to conduct preservice and inservice training of personnel in the use of the new technology.

- School to Community Transitions Doctoral Program. This project at the University of Oregon provides partial support for a newly formed doctoral program to prepare leadership personnel who can assume positions as administrators, teachers, or applied researchers/program evaluators in the field of special education in universities, public special education, and community transition agencies. Program graduates will have content expertise in secondary special education and in networking special education services with community transition services. The graduates will be prepared to provide leadership to formulate policies, and prepare direct service delivery professionals to assist handicapped youth in the transition from school to the world of work.

Direct Service. The sixth category of Federal discretionary activity is a generic group of projects which have evolved over time to provide support for services to low incidence populations in areas where there is little likelihood for private support, or the need to partially support private sector activities as a result of a market with a marginal profit incentive.

The Media Services and Captioned Films program has two primary purposes in the provision of services to low incidence handicapped individuals. First, the program is designed to contribute to the general welfare of deaf persons by

(1) bringing to deaf individuals an understanding and appreciation of those films which play an important part of the culture of hearing individuals;

(2) providing through these films enriched educational and cultural experiences; and

(3) providing a wholesome and rewarding experience which deaf persons may share together.

In addition, the program seeks to promote the educational advancement of handicapped persons by

(1) carrying on research in the use of educational media for the handicapped;

(2) producing and distributing educational media for the use of handicapped individuals; and

(3) training persons in the use of educational media for the instruction of the handicapped.

One example of the activities supported under this program is captioning and recording.

- Recognizing that deaf persons were isolated from television programming, the Department of Education supported the development of the Line 21 system for broadcasting captions. The captions are encoded onto Line 21 of the broadcast signal and are made visible on any television set equipped with a special decoder.

  Closed captioned television is one example of cooperative efforts between the public and private sectors. Federal funding provides approximately 40 percent of the current programming available, the networks provide approximately 30 percent, and corporate advertisers, foundations, and contributions account for the remaining 30 percent. Deaf individuals, families, and organizations of the deaf and hearing impaired have contributed over $80,000 to the National Captioning Institute's Caption Club this past year. These funds are used to obtain matching support from other sources to increase captioned programming.

Summary of Discretionary Program Descriptions

The EHA was enacted at a time when access to a free appropriate public education was a critical concern. The Congress compiled a substantial body of evidence which indicated that a large number of handicapped children were either unserved or underserved. As a result, the provisions of EHA were directed to the establishment of minimal procedural safeguards and assurances for parental involvement to ensure access to a free appropriate education. With access to education assured through the mandates of EHA-B, SEP has coordinated its discretionary resources to support the development of quality educational programs. The various discretionary programs have become a vehicle for providing the information, techniques, and procedures solicited by SEAs and LEAs as they began to serve increasing numbers of handicapped students, including the more severely handicapped, in public school classrooms. Therefore, discretionary programs have been involved in developing instructional strategies, curricula, and administrative mechanisms that support the efforts to improve the quality of service delivery and instructional programming available to handicapped children in public school settings.

SEP Review of State Programs

The program review process has two parts--review of plans submitted by States for use of their EHA-B State Grant Program funds, and monitoring to assure adherence to State Plans. This section of the report describes the new procedures developed to submit State Plans on a staggered schedule and provides a detailed description of SEPs revised comprehensive compliance review system.

State Plan Review

The Sixth Annual Report to Congress described SEP's review of FY 84-86 State Plans. Although all State Plans were approved for FY 84 funding under EHA-B, 21 States received conditional approval only, with the proviso that areas of the State Plan found inconsistent with EHA-B or implementing regulations would be corrected or modified. These changes were submitted, reviewed and approved by September 1984, and these 21 State Plans were approved for FY 85 and FY 86 funding.

Of the 21 States, six revised their statutes or regulations which had been submitted as part of their State Plans under EHA-B in order to make them consistent with Federal requirements. Twelve additional States revised or modified their due process procedures by changing the reviewing official at a State level due process hearing. Of the remaining States, two

added to or improved their personnel development systems, and one developed acceptable procedures to ensure equitable EHA-B services to private school handicapped children. New Mexico, which had not previously participated in the EHA program, submitted a State Plan under EHA-B for the first time in FY 84.

In the Spring of 1986, SEP will begin implementing a staggered State Plan schedule. The authority for this action is set out in Section 76.103 of the Education Department General Administrative Regulations (EDGAR), which states:

> If the Secretary determines that the 3-year State Plans under a program should be submitted by the States on a staggered schedule, the Secretary may require groups of States to submit or resubmit their plans in different years.

In order to implement the staggered State Plan procedures, States have been divided into three groups. Group I will be approved for one year (FY 87); Group II for two years (FY 87-88); and Group III for three years (FY 87-89). However, subsequent State Plan submissions for Groups I and II will be for a three year period. These groupings are based upon the monitoring schedule. It is anticipated that a staggered schedule will allow for better coordination between the State plan and monitoring procedures by allowing States to use the results of monitoring visits to revise State plans in a more timely manner.

In order to ensure that States maintain their eligibility for funding during the conversion period, the following requirements for submission must be met during FY 86:

- Groups I and II - Each State must submit a letter indicating that the unchanged portions of its FY 84-86 State Plan are incorporated by reference for FY 87, for States in Group I, as well as for FY 88, if the State is in Group II. Amendments to the plan that have been subsequently approved by SEP since the original plan was submitted may also be incorporated by reference.

  Also, in its submission letter, the State must (1) identify any changes in its FY 84-86 plan that have not been previously approved by SEP and (2) attach copies of the changes to the letter.

- Group III - Each State in Group III must submit a complete State Plan package.

The States have been assigned to Group I-III based upon the date of the last monitoring visit, as shown in Table 10.

Compliance Monitoring

During school year 1984-85, OSERS undertook a substantial effort to revise and improve SEP monitoring activities related to EHA-B and States' implementation of other relevant Federal Acts. This major revision of SEP procedures has established the basis for significant improvements in monitoring techniques and approaches. Although the new system is not fully developed, the Comprehensive Compliance Review component has been completed, field tested in the States of Maryland and Delaware, and implemented in six States, Guam, and the Commonwealth of the Northern Marianas. SEP intends to monitor the 13 States listed in Table 11 during the 1985-86 school year using the new system, and has completed on-site visits in Indiana, Kansas, and Georgia.

Description of the Comprehensive Compliance Review System

The authority for SEP compliance monitoring activities is contained in two Federal provisions: Section 616 of the EHA-B and 74.85 of EDGAR. SEP's mechanism for determining SEA compliance with all Federal provisions and with the content of an approved State Plan is its Comprehensive Compliance Monitoring System. Section 616(a) of the EHA-B requires the Department to withhold funds if the Secretary, "finds (1) that there has been a failure to comply substantially with any provision of Section 612 or Section 613, or (2) that in the administration of the State Plan there is a failure (by a State) to comply with any provision... or with any requirements set forth in the application of a local educational agency or intermediate educational entity approved by the State educational agency pursuant to the State Plan..."

SEP's Revised Comprehensive Compliance Monitoring System

SEP currently conducts periodic compliance monitoring reviews of SEAs through a procedure referred to as a program administrative review (PAR). PARs generally include both an extensive off-site review and analysis of information and an on-site visit to a State by a team authorized to (a) examine documents, (b) conduct interviews, and (c) review, assess and report on the SEA's administration of policies and procedure in light of existing State law and regulations. When the SEA is asked to correct identified deficiencies, the PAR team works with the State by providing technical assistance that enables the SEA to comply with the law.

TABLE 10

Assignment of States to State Plan Submission Groups I-III

Group I: Monitoring visits completed during 1985 and those scheduled for 1985-86 school year.

Delaware	South Carolina	Louisiana
Minnesota	Kentucky	California
Hawaii	Guam	American Samoa
Trust Territories	Georgia	Massachusetts
Texas	Virgin Islands	Indiana
Nevada	Oklahoma	Kansas
West Virginia	Arkansas	Maryland
Ohio	Rhode Island	

Group II: States to be monitored in school year 1986-87.

Vermont	Mississippi	Maine
Nebraska	Oregon	Tennessee
Missouri	New Jersey	Alabama
Florida	Colorado	Alaska
Bureau of Indian Affairs	Pennsylvania	Michigan
New Mexico		

Group III: States to be monitored in school year 1987-88.

Iowa	Connecticut	New York
District of Columbia	Wyoming	Wisconsin
Illinois	North Dakota	South Dakota
Virginia	Puerto Rico	Washington
Idaho	Utah	Arizona
New Hampshire	Montana	North Carolina

TABLE 11

SEP/DAS Monitoring Plan
School Year 1985-86

State	Site Visit Dates
Indiana	November 18-22, 1985
Kansas	December 9-13, 1985
Georgia	January 13-17, 1986
Arkansas	January 21-24, 1986
Ohio	January 27-31, 1986
Maryland	February 3-7, 1986
Virgin Islands	February 24-28, 1986
Massachusetts	March 10-14, 1986
West Virginia	March 17-21, 1986
Oklahoma	March 17-21, 1986
Texas	April 9-18, 1986
Nevada	April 28 - May 2, 1986
Rhode Island	June 2-6, 1986

As redesigned, SEP compliance monitoring activities will emphasize the ongoing collection, review, and analysis of information to ensure full implementation of Federal requirements at the State and local level. The compliance monitoring system will emphasize structured interaction with each SEA and will be implemented through one of five components of SEP's Comprehensive Compliance Monitoring System. The five components are:

- Annual Performance Reports and Data Review;
- State Plan Review and Approval;
- Comprehensive Compliance Review;
- Verification of Corrective Action Plan Implementation; and
- Specific Compliance Review.

A discussion of how each of the components in SEP's Comprehensive Compliance Monitoring System will be used to review SEA compliance with applicable Federal requirements is provided below.

Annual Performance Report and Data Review. A fundamental component of all SEP compliance monitoring activities will be SEP's analysis of performance reports prepared by SEAs and other available information readily available to SEP. SEAs are currently required to submit annually to SEP several types of information concerning the operation of special education programs within the State, including the numbers of children receiving services, exiting from special education and placed in differing educational settings. Other currently required information includes an estimate of the anticipated services needed for children, an identification of the types of personnel currently employed and needed, a description of services needing improvement, and an analysis of the expenditures of State and local funds on special education. In addition, information from other surveys such as those conducted by the Office for Civil Rights and the Office of Adult and Vocational Education will also be used. By combining these sources of information, SEP can assist States in improving information collection and remedying possible problems the information suggests.

Readily available information will be used as a basis for analysis of individual State performance and national trends regarding the status of service delivery. While this information cannot be used as a basis for conclusions regarding compliance, it will be used as a basis for discussing trends which may reflect problems in the implementation of Federal requirements.

The basic elements of this compliance monitoring component are:

- collection of all available information;
- review of information to identify trends and possible problems;
- preparation of a report to the SEA which includes an identification of specific requirements addressed on standardized report formats of the information reviewed, and a discussion of the compliance issues which the information raises;
- discussion with SEA officials of the compliance issues raised by the report; and
- if inaccuracies are determined, a corrective action plan will be developed by each SEA, with SEP follow-up verification.

State Plan Review and Approval. State Plan Reviews are conducted by SEP every three years. An approved State Plan is the basis for awarding funds to States under EHA-B and is also a necessary prerequisite to the award of Preschool Incentive Grants to States. The State Plan is the framework that provides all necessary assurances and policies to implement Federal requirements at the State and local level.

As part of the overall effort to improve SEP's compliance monitoring, SEP staff will review current State Plans to determine areas where policies and procedures will need modification or additional development to indicate how States will operationalize the Federal requirements.

Comprehensive Compliance Review. The comprehensive review of SEA operations is the most intensive compliance monitoring component. A comprehensive compliance review includes an on-site visit to the SEA and on-site visits to selected educational programs within the State.

The current focus of the SEP State Agency review includes all applicable Federal requirements and State policies and procedures which implement State and Federal requirements. It incorporates standardized criteria, information collection and analysis procedures, and reporting formats.

The comprehensive compliance review process is organized into six activities:

1. Selection of SEAs to be monitored. SEAs will be selected on the basis of when they were last visited, their compliance history, any complaints filed with either SEP or OCR, and information already collected by the U.S. Department of Education. Sources of existing information include SEP child count data, OCR surveys, and vocational education data already submitted to the Department. Ongoing procedures will be established to ensure effective communication with concerned parent and advocacy organizations.

2. Development of SEP monitoring plans. A compliance monitoring plan for each State will be developed using existing information. The plan will include (a) off-site review of information; (b) compliance assessment based on documentation submitted by the SEA; (c) an identification of compliance requirements in need of further review; (d) a specific plan for the acquisition of information needed to establish SEA compliance/non-compliance with relevant requirements; (e) a list of sites to be visited; (f) a tentative agenda for the on-site (and remaining off-site) phase of the review; and (g) projected timelines for completion of review with appropriate milestones.

3. On-site review of information.

During the on-site review, an SEP monitoring team will use standard procedures and instruments to (a) obtain information from parents and advocates concerned with special education within the State or local school system; (b) interview appropriate staff; (c) review files and records using file extraction formats; and (d) obtain input from appropriate service providers (State schools, other State agencies and LEAs), where necessary.

4. Compliance assessment. During the compliance assessment phase, an SEP monitoring team will review and analyze all existing information to assess compliance with Federal requirements.

5. Issuance of compliance monitoring report. The report of each compliance monitoring review will be prepared based on a standard format structured to address the 18 areas of SEA responsibility. The report will include a specific citation for each identified deficiency. The report will also specifically describe the documentation reviewed, summarize the facts discovered, and will include recommendations and corrective actions.

6. Development of a corrective action plan. If noncompliance is determined, a corrective action plan will be developed by each SEA after receipt of the compliance monitoring report. This report will include, at a minimum: (a) a description of steps to be taken by the SEA to correct deficiencies; (b) timelines for completion of all steps; (c) an identification of any item needing clarification; and (d) a detailed description of the documentation to be submitted verifying completion of the correction of deficiencies.

Follow-up Verification and Support of Corrective Action Plan. This component will be used to ensure that all agreed-upon corrective actions are implemented and that the technical support which SEP agrees to provide is delivered. Follow-up verification and support can occur as a result of any one of the four compliance components discussed previously but will be used after each comprehensive compliance review where findings of non-compliance are cited.

Specific Compliance Review. The specific compliance review will focus on those SEA administrative responsibilities which have been identified for indepth analysis by SEP on the basis of compliance history, State Plan Review, OCR and SEP complaints, and review of available performance report information. This compliance method may also be used to resolve problems which States have identified as pressing. These reviews emphasize ongoing communication and may include State visits by SEP staff or consultations with State officials in Washington to discuss ongoing problems, negotiate solutions, and agree on corrective action plans. In instances where a problem requires more intensive data collection, a specific compliance review may include on-site investigations at the State and local levels.

Additionally, SEP may use specific compliance reviews to focus on one or more requirements in several States at the same time. If a requirement or set of requirements is identified as an issue which arises in many States, it would be advantageous to review the implementation of this requirement in more than one State. In such cases, trends may be identified which will allow for intensive assistance to States on that specific issue or a review of existing policy and practice. When a specific compliance review cuts across several States, the review will be more intensive and may, therefore, require a review of programs at the local level.

SEP will design a plan ensuring that each SEA will be monitored periodically by SEP by at least one of the five compliance monitoring components. During the 1986-87 school year, technical assistance will be provided which will allow new SEA policies and procedures to be incorporated in many FY 87-89 State Plans. Once in place, SEP monitoring teams will be equipped to make compliance findings based on LEA/SOP adherence to the new, operational SEA policies and procedures in the State Plan.

FY 1985 Comprehensive Compliance Reviews

During FY 85, the Division of Assistance to States devoted substantial time to revising the Comprehensive Compliance Review monitoring procedures (described above), pilot tested the revised procedures in two States, and implemented the revised monitoring procedures during scheduled Comprehensive Compliance Review visits to six States. With the inclusion of visits initiated prior to the revision process, SEP visited 11 States and territories during the 1985 School Year. Although findings from all compliance reviews conducted in School Year 1985 are not complete, the preliminary findings are presented in Table 12.

The table presents the frequency of noncompliance with EHA-B requirements which were identified during the compliance review. As indicated, on the basis of 11 compliance reviews, there are continuing problems in the area of monitoring, general supervision, and least restrictive environment. In addition, the complaint review process and the development of a Comprehensive System of Personnel Development (CSPD) appear to be problem areas.

When such areas of noncompliance are identified as the result of a compliance review, the State prepares a Corrective Action Plan which is reviewed by SEP. The State is then closely monitored until sufficient documentation is submitted to assure that the corrective actions have been made.

TABLE 12

Frequency of Noncompliance with EHA-B Requirements
Identified in Eleven Compliance Reviews
Conducted During School Year 1985

Requirement/ Element	Number of States Cited	Percent of States Cited (n=11)
Monitoring	11	100
General Supervision	11	100
Least Restrictive Environment	11	100
Comprehensive System of Personnel Development (CSPD)	10	90
Complaints	10	90
LEA Applications	9	82
Child Count	8	72
Individualized Education Program	8	72
Due Process	7	63
Student Evaluation	6	54
Private Schools	5	45
Surrogate Parents	5	45
Program Evaluation	4	36
Administration of Funds	4	36
Confidentiality	3	27

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Section 601(c) of the Education of the Handicapped Act (EHA), states, "it is the purpose of this Act...to assess and assure the effectiveness of efforts to educate handicapped children." Section 618 of the EHA-B as amended by P.L. 94-142, specified that "the (Secretary) shall measure and evaluate the impact of programs authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children" (20 U.S.C. Section 1418(a)). In carrying out those responsibilities, the Secretary was required to "conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary" (20 U.S.C. Section 1418(b)), and to "update at least annually, programmatic information concerning programs and projects assisted under (EHA-B) and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part...." (20 U.S.C. Section 1418(b)(1)). The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, have, in a number of respects, modified those reporting requirements. Initial information required by these amendments is provided in this report. Future reports will continue to present information as data become available.

The focus up until the Sixth Annual Report, had been on presenting Federal efforts to evaluate the impact of special education and related services being provided to handicapped children. This year's report continues to describe these Federal efforts but, like the last two reports, also reports State and local evaluation efforts in order to provide Congress with more comprehensive information about the impact and effectiveness of policies, procedures, and programs designed to provide a free appropriate education for all handicapped children.

This chapter describes program evaluation activities being conducted at the Federal, State, and local level. The first section of this chapter describes the status of special studies required by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199; an overview of the evaluation studies funded under the State Educational Agency/Federal Evaluation Studies Program; and a summary of a federal/local educational agency evaluation initiative. The second section of the chapter reviews SEA efforts to implement Statewide program evaluation systems.

Federal Evaluation Efforts

The principal evaluation activities being conducted at the Federal level relate to specific legislative mandates that are prescribed in Section 618 of EHA-B. A summary of these evaluation studies is presented below.

Special Studies

The special studies mandated by P.L. 98-199, Section 618 represent topics and concerns where nationally representative information is needed by Congress and the U.S. Department of Education to determine the nature and variability of efforts to implement the Act. The following represent three studies currently being designed or conducted by SEP.

Longitudinal Study of Secondary and Postsecondary Handicapped Students

Section 618 of P.L. 98-199 directed the Secretary of Education to conduct a longitudinal study of a sample of handicapped students as part of the mandated evaluation effort to assess the impact of EHA-B. The study will focus on the educational, vocational, and independent living status and experiences of secondary students while in special education and their transitional status and progress after graduating or otherwise leaving secondary school.

Five major research questions will guide the study's collection of descriptive and explanatory data as well as the data analysis efforts:

Descriptive Issues

1. What are the personal and family characteristics of secondary-age handicapped youth?

2. What status do handicapped youth attain while in school and afterward in education, employment, and independent-living domains?

3. What education, employment, and independent-living services do handicapped youth receive while in school and afterward?

Explanatory Issues

1. What explains the patterns of services that handicapped youth receive?

2. What background and contextual variables, services, experiences, or prior attainments are related to youths' educational, employment, and independent living outcomes?

Data will be obtained from parents of handicapped students and from the youths themselves, as well as from school records, school district administrators, and service providers for students aged 14 through 26.

Due to the complexity of sampling, measurement, data collection, and analysis issues related to designing and implementing a 5-year study, a planning contract was awarded to SRI International in September 1984 and will extend through July of 1986. The first wave of data collection will begin in the Fall of 1986.

In the past year, the contractor developed a conceptual framework, alternative study design plans, site selection plan, student sampling plan, and instrumentation. A field test was conducted to examine the overall project design and methodology. In the coming year, instruments will be revised as needed and a data collection and reporting plan will be developed. In the Fall of 1986, a contract will be awarded to implement the data collection, analysis, and reporting phases of this longitudinal study.

Survey of Expenditures for Special Education and Related Services

SEP has contracted with Decision Resources Corporation to undertake a national survey to obtain comparable expenditure data from a nationally representative sample of local educational agencies for all handicapping conditions. The data is to be obtained from a sample of 60 school districts in 18 States. To overcome previous interpretive limitations of expenditure studies, DRC is using an "ingredients approach" to determine per pupil costs for special education. In such an approach, costs for each service will be determined and then aggregated in order to provide a range of expenditures by handicapping condition and age.

The DRC study has been designed to answer three questions, which are described below. The underlying objective is to provide estimates and ranges of expenditures and services nationally, and to provide an explanation for the variations in ranges and service levels. The study's focus on addressing the range of expenditures and explaining variation is a major advancement in understanding national estimates of special educational expenditure data and being able to explain the variation within and between handicapping conditions as well as State and local educational agencies.

The first question--how much does it cost to educate handicapped children?--will be addressed by using the following subquestions:

- What is the average and range of per pupil expenditures for special education instructional programs and related services for all handicapped students?

- What is the average and range of per pupil expenditures for each category and age group of handicapped students?

- What is the national total and range of district costs for special education instructional programs and related services?

- What factors contribute to the cost variations?

The second question to be answered--how do local educational agencies finance these costs and what is the contribution of Federal funds?--will be addressed in two subquestions:

- What is the proportion of all special education and related service expenditures for each of the major Federal education programs for the handicapped, and State and local funds?

- How do districts allocate "external" funding sources among special education programs and related services?

The third question to be examined--what levels of special education programs and related services are provided and to which handicapped students?--will be addressed in two subquestions:

- What is the proportion of children in each Federally-defined handicapping category and age/grade group receiving different special education programs and related services?

- What are the patterns of special education programs and related services delivered to different groups of children?

The DRC study is completing data collection during the Spring of 1986, with analysis and reporting of the findings during 1987 and 1988. Future annual reports will detail the DRC study methodology, procedures for analysis, and findings.

Study of Programs of Instruction in Day and Residential Facilities

Section 618 of EHA-B requires that the annual report to Congress on the implementation of the Act include "an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit...to improve programs of instruction for handicapped children and youth in day or residential facilities" (20 U.S.C. Section 1418(f)(2)(E)). To address this requirement, SEP is conducting a 36-month study which will focus on the

children who are served by facilities (in either day or residential programs) that are primarily or exclusively for handicapped students. While this group of children represents only a relatively small proportion of all handicapped children identified within the United States, they are a particularly important group for several reasons. First, the students are generally more severely handicapped than handicapped children who live at home and who attend regular, rather than separate or special schools. Second, considerable variation exists among States and across age and handicap groups in terms of the proportion of children in separate day programs or residential facilities.

A number of questions regarding this population remain unanswered:

- What are the characteristics of children served in separate day and residential facilities?
- What are the nature and amount of educational and related services received by these children, and the quality of services, staff, and facilities?
- What opportunities for integration exist within separate facilities, and how do children move in and out of such facilities?
- What factors--particularly those pertaining to local, State, and Federal education authorities and their policies--determine placement patterns, service quality, and integration opportunities for these handicapped children?

By surveying State educational agencies and a sample of separate facilities and by comparing data obtained through this study to that obtained by the Office of Civil Rights (OCR) in a study conducted during the 1978-79 school year, improvements and changes in programs and services in day and residential facilities will be documented.

The contract consists of four distinct phases: a nine month planning phase, a nine month data collection phase, a nine month period for reporting, and a six month phase to conduct subsequent analyses of the data. Initial data will be available for reporting in the Tenth Annual Report to Congress.

State Educational Agency/Federal
Evaluation Studies Program

The Education of the Handicapped Act as amended by P.L. 98-199 authorizes the Secretary in Section 618(d) to enter into cooperative agreements with State educational agencies to assess the impact and effectiveness of programs assisted under the Act. The legislative history

of P.L. 98-199 includes a statement from the Senate Committee on Labor and Human Resources that: "The Committee believes that local educational agencies, State educational agencies, and Federal special education agencies working together could produce comprehensive and useful information on the impact and effectiveness of programs assisted under the Act which could lead to program improvements at the Federal, State, and local levels" (S. Rep. No. 19, 98th Cong., 1st Sess. 12 (1983)).

The State Educational Agency/Federal Evaluation Studies Program implements this legislative intent for evaluation. Prior to the inception of the program, impact and effectiveness data was evaluated through studies of national scope. The State Educational Agency/Federal Evaluation Studies Program shifts the scope of these evaluations from national to State and local levels. Experience with the large scale national studies suggested that efforts to obtain more intense information with designs having more explanatory power would enhance the overall efforts to assess the impact and effectiveness of programs assisted under this Act. The cooperative agreements awarded in this program will provide a more thorough understanding of relationships and variability identified in the national studies conducted by SEP.

For FY 85, approximately $1 million was available to support 10 projects under this program. Federal funds paid for up to 60 percent of the total cost of the studies, with the State educational agency required to contribute the remaining 40 percent of the cost. Examples of the types of issues that will be evaluated by the 1985 projects serve to demonstrate the broad array of topics being addressed by this program.

Evaluation Topics

- Minimum Competency Testing is the focus of study in Maryland. The study will assess trends in program delivery, and in schoolwide and individual program features related to student performance on minimum competency testing.

- Identification and Pre-Assessment are issues for evaluation in five State studies (Louisiana, Kansas, New York, North Carolina and Texas). Topics being evaluated include: the validity of prereferral decisions to recommend special education assessment; the impact of suggested intervention procedures in regular classes on the frequency of presenting problems; special education assessment techniques and procedures; the relationship between teachers' subjective judgement of children and appraisal findings; the extent to which teachers make curriculum adjustments based on learner attributes; and, the relationship between the availability of instructional program options and support services for students experiencing learning problems and the numbers of students identified as handicapped and in need of special education and related services.

- Transition Services will be assessed in Delaware and Maine. Delaware is examining the variables relating to the employment status of mildly and moderately handicapped youth following their exit from the education system. Maine is developing an evaluation system that examines such aspects of its transition program as the availability of vocational and pre-vocational assessment of handicapped students; involvement of other agencies; the development and implementation of appropriate training alternatives; parent and community involvement; and, successful placement.

- Preschool Services are under examination in Maryland. The study is assessing the long- and short-term effectiveness of early intervention for handicapped preschool children. The study will examine factors associated with the greatest gains and the impact of participation in a preschool program on the handicapped child's family.

- Measurable Indicators to evaluate the effectiveness of special education is the focus of study in Vermont. The project will develop and implement a special education cost accounting system and an external evaluation procedure which will validate cost data and normative indicator measures.

Each of the individual studies funded under this program in FY 85 is described in Appendix D.

Technical Assistance to State Educational Agencies Participating in the State Educational Agency/Federal Evaluation Studies Program

Section 618(d)(3) of P.L. 98-199, the Education of the Handicapped Act Amendments of 1983, authorizes technical assistance to be provided to State educational agencies in the implementation of the design, analysis, and reporting procedures of studies to assess the impact and effectiveness of programs assisted under the Act. SEP awarded a 25-month contract in April 1985, to Research Management Corporation. The contractor will offer technical support to participating State educational agencies in the areas of study design, choice of instrumentation, sampling, data analysis strategies, and preparation of reports. In addition, the contractor will synthesize findings across studies in order to establish a more comprehensive understanding of the impact and effects of special education and related services.

SEP/Local Educational Agency Program Evaluation Initiative

EHA-B in Section 613 (a)(11) requires each State to "provide for procedures for evaluation at least annually of the effectiveness of

programs in meeting the educational needs of handicapped children (including evaluation of individualized education programs)...". Analysis of State responses to this component of their State Plans, actual State practices as documented by the Regional Resource Centers, and results of a 1983 survey by the Council of Administrators of Special Education (CASE) provided the direction for SEP to design a program evaluation technical assistance and dissemination initiative. The CASE survey indicated that local special education administrators believed that establishing consensus on the purposes of program evaluation and on the priorities for evaluation, determining resource commitments, and productively utilizing program evaluation findings requires that Federal and State educational agencies provide assistance to enhance the capacity of local educational agencies.

Local special education administrators (Greenburg, 1983) indicated that the barriers to implementing program evaluation included staff time, skill, and technical assistance related to methodological considerations of measurement and data analysis. SEP was able to identify State and local educational agency-developed evaluation systems, as well as others associated with faculty at institutions of higher education. Consistent with the technical assistance and dissemination requirements of Section 617 of EHA-B, SEP awarded a contract to Associate Consultants, Inc. to increase the awareness and stimulate implementation of program evaluation systems by local educational agencies.

The contractor in conjunction with SEP and CASE identified four approaches to designing and implementing local education program evaluation systems. These approaches were selected because: (a) each was premised on a sound conceptual framework; (b) adequate documentation existed to permit replication; and (c) the utility was proven in various settings. Forty local special education administrators from 30 States were provided an opportunity to review and consider each of the four approaches. Eight local educational agencies were selected to replicate the four approaches (two LEAs per approach) in order to determine the types of implementation problems likely to impede the adoption or improvement of program evaluation systems.

The following briefly describes the orientation characterizing each evaluation approach. One approach was premised on the State initially establishing goals, objectives, and standards for assessing special education. Instrumentation, data analyses, and interpretation rules were provided to the local educational agencies related to these goals, objectives, and standards. This self assessment approach is characterized by the Massachusetts State Educational Agency as a management tool. The system utilizes a goal attainment framework for systematically obtaining and analyzing "stakeholder" satisfaction with the overall implementation and effectiveness of special education and related services provided by a local educational agency. This goal attainment assessment is designed to identify aspects of the special education program in need of improvement.

A second approach, which similarly is oriented to evaluating the overall effectiveness of special education and related services being provided by a local educational agency, is being implemented by the Vermont State Educational Agency. This needs assessment approach to long range planning and evaluation is premised on developing stakeholder consensus as to what ought to be the goals and objectives for special education and related services. These same stakeholders review current conditions and assess the discrepancy between what is desired and what currently exists. Based on this analysis the stakeholders develop consensus opinions on needed improvements.

A third approach to program planning and evaluation is illustrated by the systems approach illustrated by the framework developed by Maher (1984) at Rutgers University. This program evaluation approach is designed to be used by local educational agencies to determine their need, readiness, utility, and potential benefit to be derived from an evaluation activity. The systems orientation provides the user an orderly sequence of decisions which will guide the process for planning, conducting, and reporting evaluation results. Inherent in this approach is the availability, either internally or through consultation, of methodological expertise necessary to determine design, develop instrumentation, conduct data analysis, and prepare reports.

A fourth approach to program evaluation used by the California State Educational Agency is premised on improving program quality by stimulating methodologically-sound evaluation studies. The premise underlying this approach is that local educational agencies are in the best position to determine the priorities for what to evaluate. The critical element is to stimulate program evaluation which examines service implementation and effectiveness. Whereas the systems approach described above provides a comprehensive decision-making framework for planning an evaluation activity, this approach focuses on methodological issues. This approach views program evaluation as an accountability and program improvement strategy based on systematically delineating and conducting prioritized studies in accord with locally determined needs. This approach provides methodological guidelines for designing descriptive, quasi-experimental, and experimental studies. The guidelines include suggestions for conducting both quantitative and qualitatively designed studies.

The implementation of these various approaches by the eight local educational agencies though identifying some unique problems, discovered that, regardless of evaluation system, there were some overriding common evaluation issues. The most critical constraint LEAs experienced was the requirement for staff time and expertise, regardless of the approach selected. Each site reported that implementation of program evaluation systems was impeded as a result of the extent of time required to complete each phase of evaluation, the need to develop staff skills, difficulty in protecting the time of an individual to coordinate the evaluation activities, and the challenge of obtaining and maintaining leadership commitment.

In summary, SEP has implemented a multi-faceted approach to program evaluation. The various facets include Federal evaluation studies of national scope. These studies are designed to provide nationally representative estimates describing and explaining the status of handicapped children exiting school; the nature, amount, and variation in special education and related services expenditures; and the nature of day and residential programming for handicapped children. In addition to these federally directed surveys, SEP has entered into cooperative agreements with SEAs to study the impact and effects of this Act. Finally, SEP, recognizing the significance of the LEA in providing quality services, is striving to provide technical assistance and information to stimulate program evaluation as a means for improving services to handicapped children.

State Evaluation Efforts

In addition to the Federal initiatives described above, States have concerned themselves with developing and implementing program evaluation systems to assess the impact and effectiveness of special education and related services. In the spring and summer of 1985, the Regional Resource Center (RRC) program conducted needs assessments in all 57 SEAs. Thirty-five of the SEAs, or 61 percent, identified program evaluation as a persisting concern. When lists of regional priorities based on State needs were developed, four of the six regional resource center regions listed one or more program evaluation issues as regional priorities:

- In the Northeast RRC Region, difficulties were noted in evaluating "the impact of the implementation of P.L. 94-142 in various State-supported programs, particularly in terms of outcomes and product, quality programming, and cost effectiveness."

- The Mid-South RRC report stated that "the quality of programs, both for individuals and within LEAs, is inconsistent and insufficient. State procedures and systems for program evaluation are insufficient to meet Federal requirements or to address Statewide needs for information to improve programs."

- The Mountain Plains RRC indicated difficulty in developing standards for program evaluation.

- The Western RRC noted that "current systems of evaluation tend to focus on procedural requirements of P.L. 94-142. Assurance of compliance with these requirements does not guarantee that the actual instruction and program services are effective. There is a need to develop means for assessing, monitoring, and improving quality of programs provided."

When the six RRC needs reports were analyzed for multi-regional and national priorities, program evaluation was identified as the fifth highest priority for RRC assistance to States (TASC, 1985). The priority placed on the persisting problem of program evaluation is reflected in extensive SEA efforts to develop the systems and capabilities required to conduct evaluation studies that will help improve the effectiveness of special education programs. States are in various stages of developing this capability.

Approximately half of the States that identified program evaluation as a persisting problem are at an initial planning stage. These States are looking for an overall process, system, or plan. Within this group, a large number of States are concerned with definitions of quality or indicators of effectiveness.

Another group of States that identified program evaluation as a need have had initial experience in developing program evaluation systems and are becoming concerned with the pragmatic aspects of system implementation. Their needs statements reflect concerns about being efficient, using data bases, and revising their systems to be more feasible for small LEAs, as well as concerns about how their system fits into a broader picture.

Some States have had considerable experience with their program evaluation systems and are concerned with improving the use of their evaluation data. These States also have begun to see where their evaluation systems are not addressing all issues of concern or effectively assessing services for special populations.

The remainder of this section describes State efforts at these various stages of implementing program evaluation systems.

General Planning and Developing Definitions of Effectiveness

Vermont and Virginia are typical examples of States that have started to look at their State special education programs and are attempting to define the role of evaluation in program improvement. Like most States, Vermont and Virginia have engaged in "stakeholder" planning sessions to define "quality" or "effective" special education.

Vermont. Vermont is using the Johnson/Gadberry Program Descriptor Model to produce a "consensually developed set of community expectations." The implementation of the model is contributing to the clarification of the purposes and structures of special education in Vermont. "Stakeholder expectations" will be specified in terms of criterion statements or quality indicators. There are 18 components requiring definition:

1. Program philosophy
2. Overall program policies
3. Overall program design
4. Overall program planning and coordination
5. Student assessment and program planning
6. Content
7. Method
8. Staff
9. Staff development
10. Instructional resources
11. Physical plant requirement
12. Transportation
13. Parental involvement and training
14. Interagency and advocacy group collaboration
15. Community relations and involvement
16. Fiscal resources
17. Component policies and procedures
18. Total program evaluation

The next stages in the development of the Vermont system will involve defining current "program realities", defining any discrepancies between expectations and current program realities, and developing action plans or recommendations for moving closer to community expectations. Structured brainstorming processes under the guidance of a facilitator are used to generate criterion statements.

Virginia. Like Vermont, Virginia formed a task force to develop indicators of quality in special education programs. This task force, comprised primarily of LEA administrators and supervisors, drafted indicators in nine areas:

1. Program planning

2. Child identification

3. Instructional programs

4. Staffing

5. Instructional leadership

6. Delivery of services

7. Student progress and achievement

8. Community relations

9. Program evaluation

Draft criteria developed by the Virginia task force were reviewed by consultants who found that the Virginia criteria overlapped extensively with standards for compliance with EHA-B, i.e., the criteria dealt primarily with processes. Second, the consultants noted that the criteria did not sufficiently reflect research on effective schools. The task force redrafted their criteria to include more outcome statements and incorporate the effective schools literature in the standards. The new criteria are undergoing revision at present. Parallel to this standards development activity, Virginia has funded an in-State project to develop materials for LEA self-evaluations. The challenge now is to integrate the standards developed by the State task force with the evaluation system in a manner where the standards will become the basis for a common Statewide evaluation system.

Among the first problems faced by an SEA are the interrelated problems of definition of effectiveness and local self-control. The fact that Virginia and Vermont are using Statewide task forces indicates that they will either provide Statewide evaluation questions or Statewide standards while allowing LEAs options for using those standards. Some States have allowed each LEA to define quality and effectiveness and to design their own evaluation systems.

States have also found that they must make decisions about the extent to which their program evaluation system will be independent of other State systems. Kentucky has chosen to integrate program evaluation with EHA-B monitoring and State accreditation. Ohio's system was an outgrowth of a general State initiative toward excellence. Most States, however, have chosen to maintain independence between special education program evaluation and other systems.

Kentucky. The Kentucky Office for Education of Exceptional Children was told by the Office of Instruction (the general accreditation unit) that all units were to include additional "indicators of quality" as they revised standards for the joint accreditation process to be implemented in the fall of 1984. Kentucky staff decided that an integrated set of standards and indicators would be most efficient if it included all the requirements for monitoring EHA-B and the indicators of quality requested by the Office of Instruction. "Quality" went beyond Federal and State regulations to deal with such issues as the relationship between test results and IEPs and questions about the support of the public for special education programs. An internal task force drafted standards and indicated which of the newly revised standards were quality standards.

Starting in January of 1985 LEAs were required to conduct partial self-evaluations. The partial self-evaluations involve distributing questionnaires to parents and special education teachers, establishing a local record review team to review student records, and indexing LEA documents to the accreditation standards. The LEAs analyze the data and prepare a report to the Office for Education of Exceptional Children prior to the joint accreditation visit. The Office for Education of Exceptional Children reviews the data and prepares a tailored set of interview questionnaires that reflect targeted areas for on-site reviews. The Office for Education of Exceptional Children then participates with general education in the joint accreditation visit and submits its report as a part of the general education report. The resultant report includes both monitoring information and qualitative information.

Ohio. In 1982, the Ohio Division of Special Education convened a variety of stakeholders to define quality in special education and to identify goals and initiatives. Five goals were established: increased emphasis on vocational and career education; improved effectiveness in regular education; enhanced awareness of parents and special educators regarding the total spectrum of services; strengthening the parent-educator partnership, and improved instruction through application of research in technology. Task forces on quality subsequently developed a 15 page document, entitled "Measuring the Momentum Toward Excellence: A Special Education Self-Appraisal Guide", that was published in 1985. The guide was developed to assist district personnel and parents in voluntarily measuring their school district's movement regarding the goals. Part I contains a 25 item survey that school district personnel can use to rate their effectiveness regarding each of the 5 goals. Respondents are asked to rate each statement from 1 to 4 (strongly disagree to strongly agree). Part II consists of procedural statements and formats for a local task force of educators, parents, and others to use in conducting the survey, documenting results, and reporting results to local audiences.

The majority of State systems have no direct relationship to monitoring and accreditation, the general education school improvement processes, or data bases within the State. SEAs appear to be concerned that integrating program improvement processes with monitoring will reduce a local school district's enthusiasm for self-evaluation and program improvement. They are also concerned in some cases that special education issues would be lost if program evaluation activities were integrated with general education school improvement. There is an increasing interest, however, in making program evaluation processes more efficient. States such as Kentucky have chosen to integrate standards and processes to deal with these issues. Other States, faced with declining resources and personnel, may find it necessary to look at integrated models. States in these initial stages of development have found that they must look at long-range program improvement plans, identify the most effective way of developing and promulgating standards, and find the most efficient method for conducting program evaluation that does not violate local prerogatives for self-improvement.

Implementing Program Evaluation Systems

States that have been through one or two cycles of their program evaluation system are beginning to identify procedural concerns. For example, States that have developed common procedures to be used by all LEAs, are concerned with such issues as the extent to which surveys of parents communicate adequately, whether sample sizes are appropriate for both large and small school districts, and the feasibility of conducting extensive program evaluations in small LEAs.

Even in States where LEAs are permitted to design their own program evaluations, SEAs have concerns about the extent to which LEAs are provided sufficient incentives, reference materials, and training to conduct those evaluations. Maryland, Missouri, and Rhode Island have all opted to allow LEAs to design their own program evaluations, but each has experienced different procedural problems and uses different approaches to provide incentives to LEAs.

Maryland. In 1980, Maryland developed a resource manual to assist LEAs in conducting self-evaluations. This manual contained no standards or forms but gave general descriptions about how to approach program evaluation. The manual was disseminated to all LEAs and a general training session was conducted. The SEA found that few LEAs conducted self-evaluations or made use of the manual. In the 1984-85 school year, the SEA embarked on a new approach. The Maryland SEA decided that rather than developing a generic manual and training LEAs in a general approach, it would be better to work with a single LEA and generalize its experience to other LEAs. Although it is still in the initial stages, the Maryland plan is to work with Worchester County in developing a local evaluation of the effectiveness of IEPs. The developmental process is

occuring at two levels. Worchester County has engaged a consultant to help develop an evaluation study specific to the LEA. A local stakeholder group has been formed, local standards and evaluation questions have been developed, and the task force is proceeding through a normal evaluation sequence of instrument development, pilot testing, and surveys. At the same time, the Maryland SEA has requested the assistance of the RRC to monitor the process and provide periodic assistance to the consultant and the LEA as the local system develops. The primary RRC role, however, is to document the sequence through which the LEA proceeds and prepare a generalized document that could be used by other LEAs. It is expected that four to five LEAs will be funded for similar program evaluation activities in the 1985-86 school year. In addition, the Maryland SEA is offering to provide each LEA with limited access to the Student Services Information System (SSIS), the State's tracking and child count system that includes information on placements, handicapping conditions, and progress through the sequence of procedural events.

Missouri. The Missouri SEA has had experiences similar to those of Maryland even though the approach and the incentives have been different. Missouri has been able to engage several of its LEAs in program evaluation activities but has yet to see these activities generalized beyond LEAs that have been directly involved in SEA workshops. The Missouri Special Education Evaluation (SEE) model is similar to the model developed by the Evaluation Training Consortium (Brinkerhoff et al., 1983) and is defined as a "locally owned, locally controlled, voluntary program for special education evaluation" (John, 1985). In 1981 and 1982 an advisory group, with the assistance of the RRC, developed a set of reference materials that includes potential standards and evaluation questions regarding output, quality, and effectiveness. The document is intended as a reference for LEAs as they determine the specific questions they want to answer and the standards against which they choose to be measured.

Each LEA volunteering to this program evaluation in Missouri is provided access to a sequence of training workshops. The LEA is expected to form a local advisory or stakeholder group to conduct development activities in the LEA. One or two representatives from the stakeholder group participate in the Statewide training sessions supported through the Regional Resource Center and EHA-B set-aside funds. Each training session results in a draft product concerning the LEA's specific program evaluation design. For example, at the initial stage, the representatives are informed about forming a stakeholder group and defining the object of an evaluation. During the workshop, they define who should be in their stakeholder group and the object of their evaluation. Resource persons work with small LEA groups to help them clarify issues and answer additional questions. The LEA representatives return home, meet with their stakeholder group, and produce a revised draft to bring to the next workshop.

The second workshop assists the participants in defining standards or evaluation questions. Throughout the process, consultants are brought into the Statewide workshops and additional consultative assistance is provided via phone. LEAs address program evaluation issues unique to their districts. Some evaluation questions have included issues of cross-categorical services, innovative approaches to the provision of services to children kindergarten through third grade, services to behaviorally disordered students, entry level skills for vocational training, efficiency and effectiveness of the identification process, multi-agency vocational training, technology uses in programming, and effectiveness of computer management systems. LEA reports are not synthesized into a Statewide evaluation report since the focus is on improvement of local educational agency services.

Rhode Island. In 1984, the Rhode Island Special Education Unit worked with the SEA Research and Planning unit to develop a self-study guide for LEAs. This guide was designed as a reference tool for LEA planned self-evaluations. The guide contains no State standards but provides information about potential areas of inquiry regarding special education inputs, processes, and outputs. The self-study guide provides suggestions on how to proceed through each stage of a program evaluation and provides a set of instruments indexed to areas of inquiry. Initial training and dissemination workshops were held in the hopes that LEAs would initiate self-evaluations. The SEA found that most of the LEAs were initially unclear about what was meant by a self-study evaluation, why they were doing it (for LEA or SEA purposes), and what purpose it was to serve. The SEA then entered into a multi-year contract with the Center for Evaluation and Research of Rhode Island College to provide LEAs with technical assistance in using the previously developed self-study guide. This technical assistance contract assists teachers and administrators in program design, instrument development, data analysis, and other activities related to program evaluation. Technical assistance has included providing help in clarifying issues, addressing general questions, and developing manageable tasks. Twenty-seven LEAs have received technical assistance. The LEAs are required to submit an evaluation plan with their EHA annual application but there is no requirement to provide information to the State.

States such as these that have implemented program evaluation systems have found that feasibility, incentives, and training assistance are critical to implementing these types of program evaluation activities at both the State and LEA levels.

Improving Utilization of Evaluation Data

North Carolina and Massachusetts have both been through two to three cycles of program evaluation using their Statewide systems. Both States have identified similar concerns. They are concerned that their management/evaluation systems provide insufficient coverage for unique populations, e.g., early childhood, emotionally disturbed children, or handicapped secondary-aged youth. Both States want to refine their evaluation processes to better meet specific State and local needs.

North Carolina and Massachusetts have systems that specify the forms, sample sizes and procedures to be used by LEAs. Both States have identified problems in implementation in small LEAs. In some cases, the tasks of forms distribution, forms collection, and data analysis are overwhelming to the small LEA special education administrator, who is often only part-time. These States have also found that sampling procedures have resulted in small numbers of students in low-incidence categories being represented in summary data. These States have begun to revise their procedures to better address the needs of small LEAs.

Massachusetts. The Massachusetts program evaluation system was described in the Sixth Annual Report to Congress. In brief, the system is based on 12 goals that define effective special education programs. Evaluation instruments include questionnaires for parents, students, teachers, and related services staff; the questionnaires are indexed to the general evaluation questions. The evaluation instrumentation also includes a format for review of representative samples of student records and a special education enrollment comparison measure. School districts are not required to use the Statewide system, but Massachusetts requires LEAs to conduct at least some form of evaluation. LEAs are instructed to either use the system as it is, modify it, or use it in conjunction with other evaluation instruments. SEA staff stated that LEAs have found that the system is easy to use, requires little staff time and cost, and results are easy to interpret. However, they found that it relies extensively on constituency perceptions of effectiveness rather than objective measures of effectiveness and does not deal sufficiently with early childhood special education, bilingual special education, and vocational special education. In the 1984-85 school year, Massachusetts began conducting a meta-analysis of evaluation outcomes over the past several years as a part of the State Educational Agency/Federal Evaluation Studies Program.

North Carolina. The North Carolina system was described in the Seventh Annual Report to Congress. It is essentially the same as the Massachusetts system in terms of practices but is based on three different standards. The same data collection processes are used in North Carolina as in Massachusetts. North Carolina has funded a small number of LEAs (10 to 15) for the past 2 years to conduct self-evaluations using its system. Unlike Massachusetts LEAs are not provided the option of

designing modifications or adaptations but are asked to use the State developed system. North Carolina found that LEAs expended extensive amounts of time conducting manual data analysis. Subsequently, the SEA funded development of mark-sense forms and computer programs to analyze data produced through local evaluations. This procedure was found to greatly reduce the amount of LEA staff time needed to conduct and report evaluations but the procedure limits the amount of redevelopment that can feasibly be made each year because of costs. LEAs in North Carolina asked that the system be extended to include gifted programs which had been excluded in initial development stages. There are also concerns that "Willie M." children (disturbed, disruptive children) and preschool and kindergarten handicapped children are inadequately dealt with through the current system. The SEA made revisions and will conduct another round of pilot tests in the 1985-86 school year.

Some SEAs that have had sufficient experience with program evaluation are now looking at broader based impact. They have identified needs to provide State support for data analysis and ongoing technical assistance to train and consult with LEA staff in conducting self-evaluations. They are trying to extend and modify their systems to more adequately address unique populations. These States also have started to look for data collection procedures that can be aggregated for State level decision-making.

Summary

States are proceeding to implement program evaluation practices. A majority of the States are in the initial stage of planning and developing definitions. These States need assistance on ways to define effectiveness, including providing information on research based indicators of effectiveness, especially indicators that have to do with inputs and processes of special education. Another group of States have begun to experience the pragmatic problems resulting from implementing program evaluation activities and are identifying problems arising from the need for more efficiency, lack of staff to conduct program evaluation, and the difficulty of developing systems which are commensurate with the resources and circumstances inherent to large and small LEAs. These States are seeking assistance in identifying efficient and effective techniques for using extant data and reducing redundant developmental efforts and costs associated with instruments and management information systems. The SEP and the RRC program are serving to assist States in sharing their efforts and experiences in order to enhance the quality and success of these program evaluation initiatives.

Most States have defined the purpose of program evaluation as local program improvement. Therefore, specific procedures have often been left to LEAs to design. However, States are increasingly providing Statewide standards to be used with specific evaluation questions. From these standards and evaluation questions, LEAs are, in most cases, allowed to choose the components they will address in evaluations. This procedure has benefits as an incentive for involvement of LEAs in self-evaluations, but may, in the long run, be detrimental to SEAs in attempting to aggregate Statewide information. It is expected that increasingly, States will be implementing strategies in which local data can be collected in a way that permits Statewide aggregation and use.

Third party evidence which corroborate these trends is reported by Research Triangle Institute's Center for Educational Studies. The Research Triangle Institute (RTI) looked at program evaluation activities being conducted in 17 LEAs in 9 States. They reported that, "at all 17 sites there was a direct relationship between the nature and extent of local evaluations and State-level initiatives in requiring and assisting with local-level evaluations" (Cox, 1985). RTI found that many local personnel were uncertain about how to evaluate programs and were uncertain about the relationship between program evaluation and the use of evaluation data. They identified a need for a strong SEA incentive program including, where necessary, SEA mandates and an extensive technical assistance and training support system for LEAs. States appear to be taking a more active role in providing assistance to LEAs and conducting program evaluations. It will be crucial that SEA support and activities have high visibility to ensure LEA participation in self-evaluations.

Conclusion

SEP has responded to these program evaluation needs at both the State and local level. The Federal response has included the technical assistance provided by the RRCs, and the methodological and financial assistance available through the State Educational Agency/Federal Evaluation Studies Program.

Program evaluation is a priority at the Federal, State, and local levels. States report significant investment and concern with strengthening program evaluation. Available evidence suggests that States are shifting from an emphasis on procedural implementation of EHA-B to a greater interest in the impact and effectiveness of special education and related services. Information from local school districts indicates a similar interest and commitment to evaluating programs. Future reports will continue to report on State and local efforts to assess impact and effectiveness.

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APPENDIX A. A DESCRIPTION OF EARLY EDUCATION STATE GRANTS

ERIC

A DESCRIPTION OF EARLY EDUCATION STATE GRANTS

ARIZONA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Gene Gardner PHONE: (602) 225-3183

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Department of Education
Special Education Section
1535 West Jefferson
Phoenix, Arizona 85007

SPECIALNET USER NAME: ALANET

PERIOD OF FUNDING: 12 months beginning 10/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Chuck Essigs PHONE: (602) 255-3183

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 5 to 21 years.
Permissive: Ages three to five years in five handicapping categories.

MAJOR OBJECTIVES AND PURPOSES:

- To plan and develop a comprehensive service delivery system for children ages birth through two years using interagency coordination and personnel development to improve program quality. Primary efforts will go to children in unserved geographical areas and programs where waiting lists exist.

- To develop systematic identification and referral procedures for children ages birth through age two years, with efforts to coordinate medical and educational services.

- To continue implementation of an efficacy study of Title VI-B discretionary and State funded preschool programs in public schools for children ages three to five years. The study includes a data management bank and tracking system describing pupil progress, program status and characteristics, and other aspects of a State delivery system.

Arizona (continued)

- To bring parent groups at State, regional, and local levels into a technical assistance network to increase awareness and provide training.

EVALUATION PLAN:
Formative and summative evaluations will focus on the progress involved in meeting objectives in each of four areas.

FEATURES AND PRODUCTS:
Reports produced will include a cost study, technical assistance materials inventory, and recommendations for preschool teacher certification. Ongoing data relating to interagency collaboration will be collected and summarized. A summative study will look at costs of programming, exit placement of children, follow-up data, staff roles, and time management.

CALIFORNIA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: PHONE:

COORDINATOR: Betsy Qualls PHONE: (916) 323-6673

STATE PLAN GRANTEE ADDRESS: Special Education Division
721 Capitol Mall
Sacramento, California 95814

SPECIALNET USER NAME: CALIFORNIAOSE

PERIOD OF FUNDING: 12 months beginning 9/1/85.

STATE DIRECTOR OF SPECIAL EDUCATION: Robert Fuchigami PHONE: (916) 445-4036

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: Age three years for those requiring "intensive special education and services": birth to age three years for those requiring "intensive special education and related services" in districts that offered a program in 1980-81.

Permissive: Birth to age three years for those requiring "intensive special education and related services" in districts that did not offer a program in 1980-81.

MAJOR OBJECTIVES AND PURPOSES:

- To develop a comprehensive system for delivering services to children ages birth to five and their families through enhanced State and local inter/intra-agency coordination.
- To complete an assessment of the separate needs for the infants' and children's components as well as study personnel needs and funds required for full services.
- To refine and expand the administrative management and evaluation systems to assure project objectives will be met.
- To provide public awareness about advocacy and early identification to gain continuing support for early intervention.

California (continued)

EVALUATION PLAN:
Management by objectives will be used first, then an alternate plan will be selected. An advisory group and the California First Chance Consortium advocacy group will be evaluators.

FEATURES AND PRODUCTS:
The advisory committee will be expanded to assure separate focus on infants and preschoolers and hold four to six two-day meetings. Reports will review laws and regulations, eligibility for services, collaborative models, and current services. Information/media packets will be created using existing materials where possible. An awareness week will encourage interagency participation by State and local educational agencies. A planning expert will devise an evaluation/feedback tool.

COLORADO

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Elizabeth W. Soper PHONE: (303) 573-3267

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Colorado Department of Education
Special Education Services Unit
303 West Colfax Avenue, 6th Floor
Denver, Colorado 80204

SPECIALNET USER NAME: COLORADOESU

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Brian McNulty PHONE: (303) 534-8871

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 5 to 21 years.
Permissive: Birth to age five years.

MAJOR OBJECTIVES AND PURPOSES:

- To begin a coordinated interagency planning process with all responsible State agencies in order to develop and implement a comprehensive system of early intervention services, including those needed during the prenatal period.
- To determine the discrepancy between the numbers of children ages birth to five years receiving and needing services.
- To determine what aspects of a comprehensive system of services are currently in place and which alternative services are needed.
- To develop a process that will establish needed services with parental input and assure continuing assessment and diagnosis.
- To create a system for identifying and providing appropriate preparation and training for personnel.
- To disseminate information throughout the State on available services and planning efforts.

Colorado (continued)

EVALUATION PLAN:
Management by objectives will be used to assess accomplishments. Project staff will document activities, products, and participant/recipient satisfactions. Records will include activity logs and feedback from committees. All products will be reviewed for completeness and quality by an Advisory Committee. A third party evaluator will measure project impact.

FEATURES AND PRODUCTS:
Activities of the project will be carried out by the project director, a Central Steering Committee, several Task Forces, and consultants.

CONNECTICUT

TYPE OF GRANT: State Pla· 'rant (planning phase)

DIRECTOR: Virginia L. Volk PHONE: (203) 566-5225

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: State Board of Education
Office of Planning, Box 2219
Hartford, Connecticut 06145

SPECIALNET USER NAME: CONNECTICUTBSS

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Tom Gillung PHONE: (203) 566-4387

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Age 3 (by January 1 of school year) to 21 years.
Permissive: Birth to age three years.

MAJOR OBJECTIVES AND PURPOSES:

- To conduct a study on services needed for children under age three years and their families.
- To appoint an interagency committee and study existing multi-agency delivery systems operating in other States.
- To cooperate with Yale University researchers on the fiscal impact of an early childhood (birth through three years) service mandate.
- To intensify State- and local-level collaborative efforts and recommend management and administrative roles and responsibilities for public and non-public agencies.
- To gain interagency approval and submit to the State legislature a multi-agency service plan, including policy, standards, credentials, and funding components.

Connecticut (continued)

- To recommend a plan for training families, caretakers and professionals at State and local levels.
- To create a public information campaign about the value and availability of early intervention services.

EVALUATION PLAN:
A third party evaluator will measure how time frames were met and project effectiveness throughout the State.

FEATURES AND PRODUCTS:
Staff will participate in a pilot project on collaborative School-Based Child Health Services that enable schools to be reimbursed for some health services. An existing Study Committee will be expanded to work on a multi-agency delivery system. This project will be coordinated with activities of the Preschool Incentive Grant and Child Find activities.

FLORIDA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Dr. Landis Stetler PHONE: (904) 488-1570

COORDINATOR: Dr. Elinor Elfner PHONE: (904) 488-2137

STATE PLAN GRANTEE ADDRESS: Florida Department of Education
Bureau of Education for Exceptional Children
Knott Building
Tallahassee, Florida 32301

SPECIALNET USER NAME: FLORIDABEES

PERIOD OF FUNDING: 24 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Wendy Cullar PHONE: (904) 488-1570

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Kindergarten to grade 12.
Permissive: Birth to kindergarten.

MAJOR OBJECTIVES AND PURPOSES:

- To use the Comprehensive State Plan to ensure access by all preschool children to education and related services regardless of the location of their residences.
- To improve and expand services with an emphasis on identification, parental involvement, public awareness, dissemination of interagency products, availability of facilities, and provision of transportation.
- To continue collaboration and coordination of services with policy-makers from various State agencies to ensure local services are available without duplication or gaps.
- To develop family, child identification, and interagency model site components for the Comprehensive Plan.
- To define educational, medical, and case management models that include children at risk.
- To identify financial resources, with special attention to parental and family involvement, availability of resources, and transportation.

Florida (continued)

EVALUATION PLAN:
A third party evaluator will be used to determine progress in reaching overall goals and project objectives. State and local evaluators will use management by objectives.

FEATURES AND PRODUCTS:
Features include parent models to increase family involvement, three projects to demonstrate interagency cooperation, a Statewide child identification system, definition of educational, medical, and case management systems, and resources to finance family participation, availability of services, and transportation.

GEORGIA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Dr. Donna O'Neal PHONE: (404) 656-6319

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: State Board of Education of the State of Georgia
Division of Special Programs
Twin Towers, East Suite 1966
Atlanta, Georgia 30334

SPECIALNET USER NAME: GEORGIASPD

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Joan Jordan PHONE: (404) 656-2425

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 5 to 18 years.
Permissive: Birth to age four years.

MAJOR OBJECTIVES AND PURPOSES:

- To design long-range planning efforts in order to develop and implement comprehensive interagency delivery and management systems for infants and preschoolers, including those at risk.
- To conduct a needs assessment to identify current and overlapping services in public and private agencies and services needed in the future.
- To identify and develop collaborative agreements at State, regional, and local levels and provide Statewide leadership in improving services.
- To create a student information system.
- To increase public awareness and establish training for families and caretakers who provide services.
- To identify financial and other resources.

EVALUATION PLAN:
Management by objectives will be used in twelve major areas.

Georgia (continued)

FEATURES AND PRODUCTS:
State interagency planning will be guided by the Section 72 Committee and State Special Education Advisory Panel. Project staff will assist the Senate and House education committees to create legislation and provide the governor's office with needed data and cost projections. New resources will be sought. Georgia State University will be hired to help with the needs assessment.

HAWAII

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: PHONE:

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: State of Hawaii Department of Education
Office of Instructional Services, Exceptional Children Section
3430 Leahi Avenue
Honolulu, Hawaii 96815

SPECIALNET USER NAME: HAWAIISNB

PERIOD OF FUNDING: 12 months beginning 9/7/85

STATE DIRECTOR OF SPECIAL EDUCATION: Miles S. Kawatachi PHONE: (808) 737-3720

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 3 to 20 years.
Permissive: Birth to age three years.

MAJOR OBJECTIVES AND PURPOSES:

- To develop a comprehensive service delivery system for prenatal children through age five, with primary attention to interagency collaboration, policy and legislation, parent and professional training, alternative funding sources, and public awareness.
- To conduct a Statewide needs assessment to identify gaps, overlaps, and constraints in comprehensive service delivery and personnel training.
- To identify alternatives for increasing public awareness about the importance of comprehensive services.
- To establish an interagency advisory planning board and identify ways to increase interagency collaboration.

EVALUATION PLAN:
Management by objectives will be used. Both formative and summative activities are planned to evaluate grant components.

Hawaii (continued)

FEATURES AND PRODUCTS:
The Research Corporation of the University of Hawaii will be hired as fiscal manager of the grant. All goals, objectives, activities, and products are designed to culminate in a design for a plan. Products include reports on the status and comprehensiveness of services, fiscal and legislative alternatives, and administrative and management strategies that would facilitate the coordination of services.

IOWA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Joan Clary PHONE: (515) 281-3176

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Iowa Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, Iowa 50319

SPECIALNET USER NAME: IOWASEA

PERIOD OF FUNDING: 12 months beginning 10/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Frank Vance PHONE: (515) 281-3176

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Birth to age 21 years.

MAJOR OBJECTIVES AND PURPOSES:

- To join together agencies, parents, and groups as part of the State Plan Advisory Council for Early Systems.
- To gather accurate and comprehensive data regarding current services from agencies, institutions, and parents.
- To construct and conduct an assessment to determine service delivery needs and the population to be served.
- To clarify information on available models of service.
- To conduct research on the education of severely handicapped and preschool children in need of integration with non-handicapped peers.
- To conduct an Outreach Fair to increase public awareness and award incentive grants to educational agencies that want to replicate early intervention projects.

EVALUATION PLAN:
Written documentation will be collected on project activities. The major evaluation will be included as part of a final report, including data from the Outreach Fair.

Iowa (continued)

FEATURES AND PRODUCTS:
Project staff will use all available funding sources to enhance this grant, early education, and related services. The Mountain Plains Regional Resource Center will be hired to help plan, develop, and implement the needs assessment. Written reports will include computerized data summaries and be disseminated widely.

LOUISIANA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Dr. Ronald Lacoste PHONE:

COORDINATOR: Beverly Johnson, Dian Eubanks PHONE:

STATE PLAN GRANTEE ADDRESS: Louisiana State Department of Education
Division of Special Education
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064

SPECIALNET USER NAME: LOUISIANASE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Irene Newby PHONE: (504) 342-3633

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages three to five years.
Permissive: Birth to age two years.

MAJOR OBJECTIVES AND PURPOSES:

- To conduct a Statewide assessment that will set priority service delivery needs of public and private providers, parents, and others.
- To establish written State goals for the Louisiana Early Childhood Program that will be approved by a State agency steering committee.
- To assemble and analyze existing or needed information on the status of each State goal.
- To create a written listing of needs in priority rank that will be necessary to establish a comprehensive service delivery system.
- To organize a Statewide interagency steering committee.
- To form regional planning councils that will help with the needs assessment and comprehensive planning, as well as disseminate information.

Louisiana (continued)

EVALUATION PLAN:
A process evaluation will be conducted by project staff and a third party evaluation will measure project objectives and outcomes.

FEATURES AND PRODUCTS:
A State-level interagency steering committee will provide direction and support so that all eligible children will be identified and served. Open forum meetings will be held in eight districts to help with planning and establish regional planning councils.

NEW JERSEY

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Andrea C. Quigley PHONE: (609) 292-0147

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: New Jersey State Department of Education
Special Education
225 West State Street
Trenton, New Jersey 08625

SPECIALNET USER NAME: NEWJERSEYSE

PERIOD OF FUNDING: 24 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Jeffrey Osowski PHONE: (609) 633-6833

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Birth to age 21 years.

MAJOR OBJECTIVES AND PURPOSES:

- To develop a written comprehensive State Plan for special education and related services for children under age five years.
- To assess preservice and inservice training needs for infant and early childhood professionals.
- To establish an Advisory Committee and four task forces to analyze the existing child tracking system, implement new plans, and evaluate products.
- To describe and assess the continuum of current services, identifying gaps, overlaps, and future needs.
- To produce a written Interagency Agreement with the departments of health and human services for planning, developing, and implementing programs and services.
- To develop a plan to evaluate available services.

New Jersey (continued)

EVALUATION PLAN:
Formative evaluations, including interviews and ongoing documentation, will guide program operations. Summative evaluations will determine cost benefits, efficacy of objectives, and whether or not time frames were met.

FEATURES AND PRODUCTS:
A consultant will work with project staff to help evaluate existing services. Each of four task forces will produce written reports for inclusion in the State Plan. A Statewide committee of parents and professionals will guide plan development. A needs assessment conference and interagency agreements will be facilitated by an outside expert. Data will be computerized.

NEW YORK

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: PHONE:

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: New York State Education Department
Office for Education of Children With Handicapping Conditions
Hawk Street, Room 1069 EBA
Albany, New York 12234

SPECIALNET USER NAME:

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Lawrence Gloecker PHONE: (518) 474-5548

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: Ages 5 to 21 years.

Permissive: Parents may petition through Family Court in their county for special education services for handicapped children ages five and under.

MAJOR OBJECTIVES AND PURPOSES:

- To develop a State interagency agreement and a design for a comprehensive State Plan, with special attention to enabling legislation, modifying reimbursement procedures, and coordinating services with Head Start and other Federal and State demonstration, outreach, and early education programs.

- To coordinate State level training activities for parents and instructional and support staff.

- To develop local level plans and procedures for participating in a Statewide identification system, a public awareness program, and agreements with Head Start, perinatal centers, and hospital clinics.

- To determine available coursework in preservice teacher training programs.

New York (continued)

EVALUATION PLAN:
Management by objectives will be used. Project mastery will be measured in quantifiable terms by activity.

FEATURES AND PRODUCTS:
Expected project results will focus on unidentified or underserved youngsters. Expected legislation would mandate that school districts take responsibility for services. Staff will develop regulatory guidelines on program standards, management, cost effectiveness, and quality. Plans include locating all fiscal and programmatic resources and increasing public awareness to promote greater access to services.

MAINE

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Susan D. Mackey PHONE: (207) 289-2831

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Maine Department of Education and Cultural Services
Division of Special Education
State House Station #23
Augusta, Maine 04333

SPECIALNET USER NAME: MAINESE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: David N. Stockford PHONE: (207) 289-5953

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: 5 to 21 years - birthdate before October 10.
Permissive: Ages three to five years.

MAJOR OBJECTIVES AND PURPOSES:

- To complete an Interagency Model Efficacy Study and devise a working plan for selected State and local sites.
- To create a compendium of "best practices" to use in Statewide technical assistance programs.
- To present final program standards in regulatory form for inclusion in the State administrative procedures act.
- To complete an Interim Study of Impact and Effect of two pilot prevention programs and prepare for field review a study of existing policies and practices.
- To compile a Statewide needs assessment, funding analysis, and study on capacity to present to State commissioners.
- To complete a study on alternatives for preschool incentive grant funds and an effectiveness study on the Network Project.
- To complete a Statewide awareness campaign on locating unidentified infants and children.

Maine (continued)

EVALUATION PLAN:
Management by objectives will be used. A third party evaluation is underway as part of a 2 year study of a Statewide interagency coordination system.

FEATURES AND PRODUCTS:
An Implementation Manual will be used to help local agencies put new program standards in place. A Coordination manual will aid interagency service delivery. A data collection and analysis system will be created to track children and predict service and training needs.

MICHIGAN

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Marvin McKinney PHONE: (517) 373-2589

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Michigan Department of Education
Instructional Specialist Program
P.O. Box 30008
Lansing, Michigan 48909

SPECIALNET USER NAME: MICHIGANSESA

PERIOD OF FUNDING: 12 months beginning 10/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Edward Birch PHONE: (517) 373-9433

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Birth to 25 years.

MAJOR OBJECTIVES AND PURPOSES:

- To evaluate legislation and the current status of services delivered to children ages birth to five years by State departments of education, public health, social services, and mental health.
- To increase interagency collaboration and communication and devise a comprehensive plan for service delivery.
- To conduct a comprehensive needs assessment to identify existing services, duplications, and gaps in State and regional services.
- To obtain a formal memorandum of agreement from the Human Services Cabinet supporting increased interagency collaboration and have the Interagency Task Force prepare service data and a management plan.
- To recommend teacher competencies, evaluation standards for teacher training programs, peer review procedures, techniques for curriculum improvement in personnel development programs, and action plans for training program improvement.
- To identify current needs and problems among direct services personnel and identify alternatives for professional development.

Michigan (continued)

EVALUATION PLAN:
Management by objectives will be used, with at least quarterly reviews of the management plan, objectives, and time frames. A formal evaluation in year two will assess project impact, especially collaborative models of service.

FEATURES AND PRODUCTS:
Data reports, hearing testimony, conference summaries, and written evaluations are expected products. A final report will provide detailed information on completed and ongoing activities.

MONTANA

TYPE OF GRANT: State Implementation Grant (planning phase)

DIRECTOR: Judith A. Johnson PHONE: (406) 444-3993

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Superintendent of Public Education
Office of Public Instruction
State Capitol
Helena, Montana 59620

SPECIALNET USER NAME: MT.EMC

PERIOD OF FUNDING: 1985-1986

STATE DIRECTOR OF SPECIAL EDUCATION: Gail Gray PHONE: (406) 444-3693

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Permissive: Preschool children.

MAJOR OBJECTIVES AND PURPOSES:

- To develop Statewide identification and followup systems for providing appropriate services to neonates, infants, and preschool children.
- To formulate a comprehensive agreement that will result in continuous interagency assessment, diagnosis, and services.
- To provide technical assistance to State and local personnel seeking to create or improve programs and families desiring advocacy skills.
- To publicize programs widely through workshops, parent library materials, a toy exchange service, and newsletter.
- To provide start-up grants to school districts.
- To use the "Staff Activities Accountability Procedure" to assess the cost of providing services, formulate data based criteria for future programs, and document service needs by region.
- To review and refine the State preschool implementation guide.

Montana (continued)

- To provide support for passage of enabling legislation mandating services to children under age five years.

EVALUATION PLAN:
The program coordinator will prepare weekly reports for the director using management by objectives. Corrective action plans will be used when time frames or expectations are not met.

FEATURES AND PRODUCTS:
Reports will be prepared on current practices and service delivery needs. Other products include a comprehensive interagency agreement. Tracking and follow-up systems will be coordinated with training for public and private service providers, parents, and families. Workshops, a monthly newsletter, materials exchange, and training modules are planned.

NEW HAMPSHIRE

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Robert T. Kennedy PHONE: (603) 231-3741

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: New Hampshire Department of Education
Special Education Section
101 Pleasant Street
Concord, N.H. 03301

SPECIALNET USER NAME: NH.SE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Robert T. Kennedy PHONE: (603) 271-3741

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 3 to 21 years.

MAJOR OBJECTIVES AND PURPOSES:

- To assess comprehensive educational and related services needed by children ages birth to five years (including neonates) and their families.
- To determine the degree of interagency collaboration at State and local levels and design an interagency State plan to improve 11 aspects of service delivery.
- To begin a data base on available services and refine the current child tracking system.
- To improve screening and referral by training health and medical providers and institute a competency-based curriculum for educators and developmental specialists.
- To expand the Statewide preschool communications network via print materials and regional support groups, and tap available talent for Statewide training and public awareness activities.
- To create a Statewide technical assistance resource model to aid local interagency planning teams.

- To help professionals learn more about parents' needs for information.

EVALUATION PLAN:
Project staff will conduct a process evaluation on data collection and examine participant ratings of activities and trainers. A third party review will rate service assessment reports, the data base, training plans, resource team impact on interagency collaboration, and the effectiveness of an early childhood consultant.

FEATURES AND PRODUCTS:
Products include an information-gathering report, participant evaluation form, staff supervision plan, and technical assistance.

NEW MEXICO

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Louis Landry PHONE: (505) 827-6541

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: New Mexico Department of Education
Special Education Unit
State Education Building
Santa Fe, New Mexico 87501-2766

SPECIALNET USER NAME: NEWMEXICOSE

PERIOD OF FUNDING: 12 months beginning 10/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Elie S. Gutierrez PHONE: (505) 827-6541

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated:
Permissive:

MAJOR OBJECTIVES AND PURPOSES:

- To work with an advisory group and an interagency task force to conduct a needs assessment of educational and related services for children from birth through age five years, as well as design a State plan and method for ongoing planning and evaluation.
- To collaborate with the State department of health and environment and other agencies and devise collaborative agreements to implement the planning grant.
- To develop an automated child referral system and management and administrative systems to help staff with data needs, personnel training, and interagency agreements.
- To carry out a Statewide print and broadcast public awareness campaign, with an initial emphasis on child find activities.
- To contract for technical assistance to help create planning and program standards.
- To identify financial resources to implement the State plan.

EVALUATION PLAN:
Management by objectives will be used by grant staff, advisory groups, and the interagency task force.

FEATURES AND PRODUCTS:
The design for creating an Early Childhood State Plan will include standards for identifying and evaluating children and meeting personnel needs, a systematic planning process, public awareness materials, and interagency agreements. Several documents and an automated referral system are expected products.

ERIC

NORTH CAROLINA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: PHONE:

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Division for Exceptional Children
State Department of Public Instruction
Education Building
Raleigh, North Carolina 27611

SPECIALNET USER NAME: NORTHCAROLINASE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: E. Lowell Harris PHONE: (919) 733-3921

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 5 to 17 years.
Permissive: Ages birth to five years.

MAJOR OBJECTIVES AND PURPOSES:

- To work cooperatively with the State department of human resources, Head Start, and other agencies to determine data collection and other needs including gaps in service on a county by county basis.

- To develop procedures for designing a full-service delivery plan for youngsters under age five that includes appointing an interagency study commission that will consider eligibility, personnel competencies, parental training, data collection, and program evaluations.

- To develop a competency-based personnel training network to meet State, regional, and local needs through inservice and area workshops, parental awareness sessions, and summer institutes.

- To develop a comprehensive information system on available services, including data from all agencies serving preschoolers under age five. Identifying and tracking components, as well as locating unserved children will be priorities.

North Carolina (continued)

- To design research on the cost effectiveness and long-range (eight to ten years) results of early intervention.

EVALUATION PLAN:
Management by objectives will be used following a model designed by the National Association for State Directors of Special Education/Council for Administrators of Special Education.

FEATURES AND PRODUCTS:
Specific products include a design for a Statewide service delivery plan, procedures and program standards, a data information system, report on personnel competencies, and a research design for data collection.

NORTH DAKOTA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Shelby J. Nieberthal PHONE: (701) 224-2277

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Department of Public Instruction
Division of Special Education
State Capitol
Bismarck, North Dakota 58505-0164

SPECIALNET USER NAME: NDAKOTADSE

PERIOD OF FUNDING: 36 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Gary Gronberg PHONE: (701) 224-2277

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 3 to 21 years.

MAJOR OBJECTIVES AND PURPOSES:

- To grant to special education units (multidistrict cooperatives) that create programs, incentives including salary reimbursements for each qualified teacher, a foundation payment for each child enrolled, staff travel reimbursements, and child transportation costs.
- To deliver a continuum of easily accessible and economical services, staffed with highly qualified personnel.
- To develop a computerized interagency centralized registry and data management system.
- To help Head Start Programs and special education units define responsibilities and other cooperative efforts.
- To assess training needs, determine State priorities, and plan appropriate inservice and technical assistance activities.
- To continue activities of the Early Childhood Education for Handicapped Infants and Children Advisory Committee.

North Dakota (continued)

EVALUATION PLAN:
Management by objectives will be used. A formative evaluation will measure midyear progress so modifications can be made. Summative and formative analysis will measure achievements and determine planning or changes needed in second and third year activities.

FEATURES AND PRODUCTS:
Products and features include the North Dakota registry system, at least three advisory board meetings, local agreements between Head Start programs and public schools, and a training/technical assistance program. The grant will be implemented under newly clarified State agency service agreements.

SOUTH DAKOTA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Dr. George Levin PHONE: (605) 773-3315

COORDINATOR: Paulette Levisen PHONE:

STATE PLAN GRANTEE ADDRESS: South Dakota Division of Education
Section for Special Education
700 N. Illinois
Pierre, South Dakota 57501

SPECIALNET USER NAME: SDAKOTASSE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Dr. George Levin PHONE: (607) 773-3315

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Birth to age five years.

MAJOR OBJECTIVES AND PURPOSES:

- To develop, coordinate, and expand interagency efforts and create a State plan for comprehensive service delivery.
- To conduct a needs assessement in identification, assessment, placement, services, staff development, and parental needs.
- To design policy statements in eight areas and issue administrative rules as necessary.
- To select data collection, management, and evaluation systems.
- To create a comprehensive agreement and provide resources, including Federal incentive grant funds and workshops, to promote local interagency coordination of services and local interagency councils.

EVALUATION PLAN:
The steering committee for the Early Childhood State Plan will oversee eight components in a process evaluation. Project staff will conduct product evaluations on the State plan, interagency agreements, and local interagency projects. The State Board of Education will conduct the final evaluation.

South Carolina (continued)

FEATURES AND PRODUCTS:
Features and products include a draft Early Childhood State Plan to be presented to the State Board of Education, a steering committee to help formulate the plan, a State-level interagency agreement on providing services, and an evaluation system for local interagency projects.

TENNESSEE

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Dr. Karen Edwards PHONE:

COORDINATOR: Paul Van der Meer PHONE:

STATE PLAN GRANTEE ADDRESS: Tennessee Department of Education
Division of Special Programs
132 Cordell Hull Building
Nashville, Tennessee 37219

SPECIALNET USER NAME: TENNESSEESE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Joleta Reynolds PHONE: (615) 741-2851

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 4 to 21 years; from 3 years if deaf.

MAJOR OBJECTIVES AND PURPOSES:

- To build interagency consensus about roles and responsibilities in delivering education and related services to children and high-risk infants and their families.
- To design and receive approval for a State plan reflecting shared roles and responsibilities of four primary State agencies that deliver services.
- To expand the Preschool Services Planning Committee, establish a Parents' Advisors Committee, and work with the Governor's Healthy Children Task Force.
- To distribute results of a study on coordinated community approaches to early identification, resources for comprehensive diagnosis, and a guide about at-risk children.
- To coordinate, strengthen, and maintain in a continuum all services that identify, assess, diagnose, and serve children.
- To continue work with the Preschool Analysis Project at Vanderbilt University to develop a system for evaluating program effectiveness.

Tennessee (continued)

EVALUATION PLAN:
Management by objectives will be used.

FEATURES AND PRODUCTS:
Proposed products include a report on a pilot study of coordinated community approaches to early identification, a guide on conditions that place children at risk, a directory of diagnostic, treatment, and essential early intervention services and State agency contributions to the State Plan for Comprehensive Services to Young Children and Their Families. Planning activities are being coordinated through the Tennessee Children's Services Commission.

WASHINGTON

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Susan Baster PHONE: (206) 753-0317

COORDINATOR: Joan Gaetz PHONE:

STATE PLAN GRANTEE ADDRESS: Superintendent of Public Instruction
Division of Special Services
Old Capitol Building
Olympia, Washington 98504

SPECIALNET USER NAME: WASHINGTONDSS

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Greg Kirsch PHONE: (206) 753-2563

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated:
Permissive:

MAJOR OBJECTIVES AND PURPOSES:

- To ensure comprehensive coordinated services to young children from birth to age six years and their families.
- To continue or revise and maintain a State-level interagency committee that will assess and give direction to State and local agencies in order to help them provide comprehensive services.
- To develop and implement a comprehensive State-level needs assessment for programs and agencies giving direct service. Areas to be examined at miniconferences and in other ways are methods of identification, program accessibility, continuing assessment, appropriateness of services, availability of program options, parental involvement, personnel development, interagency collaboration and agreements, enabling legislation, and funding issues.
- To identify and put in place up to ten local interagency coordinating teams in order to begin a community-based needs assessment.

Washington (continued)

EVALUATION PLAN:
Management by objectives and formative evaluations will be conducted by project staff. A third party evaluation will examine planning processes.

FEATURES AND PRODUCTS:
Year one activities call for regional awareness and training conferences to introduce planning and coordination models from other States. Local planning teams will be formed to guide program development. A needs assessment will examine legislative support, eligibility criteria, funding mechanisms, and service overlaps or gaps among agencies.

WEST VIRGINIA

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Robert Sturey PHONE:

COORDINATOR: Ghaski Lee PHONE:

STATE PLAN GRANTEE ADDRESS: West Virginia Department of Education
Bureau of Learning Systems
1900 Washington Street East
Charleston, West Virginia 25305

SPECIALNET USER NAME: WESTVIRGINIAOSE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: William Capehart PHONE: (304) 348-8830

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages 5 to 23 years.
Permissive: Birth to age four years.

MAJOR OBJECTIVES AND PURPOSES:

- To design a Comprehensive State Plan to deliver special education and related services to children from birth to age five years.
- To increase Statewide awareness about benefits of existing and potential services and the long-term effect of early intervention.
- To assess the current status and specific needs for comprehensive services.
- To establish a Statewide child tracking system for preschoolers.
- To work closely with the State Interagency Preschool Advisory Council and develop interagency agreements needed to plan a comprehensive service delivery system and increase public awareness.

West Virginia (continued)

EVALUATION PLAN:
Management by objectives will be used by project staff to assess project effectiveness and value. Third party quarterly evaluations also are planned to review accuracy and reliability. All evaluations will be reviewed by the State Interagency Preschool Advisory Council and combined at the end of year two into a final report.

FEATURES AND PRODUCTS:
In addition to producing various assessments and reports on existing services, resources, and needs, the project will stimulate interagency cooperation. Through improved management, current services are expected to improve and become more accessible to families.

WISCONSIN

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Betty J. Rowe PHONE: (608) 266-6981

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Wisconsin Department of Public Instruction
Division for Handicapped Children
125 South Webster St., P.O. Box 7841
Madison, Wisconsin 53707

SPECIALNET USER NAME: WISCONSINDHC

PERIOD OF FUNDING: 12 months beginning 10/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Victor Contrucci PHONE: (608) 266-1649

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages three to five years.
Permissive: Under age three years.

MAJOR OBJECTIVES AND PURPOSES:

- To assess educational and related services available to or needed by children from birth through age five years.
- To create an Early Childhood State Plan in cooperation with the State departments of health and social services. A 12-member advisory committee is expected during year two.
- To conduct a needs assessment using a matrix form, with help from a 20-member task force and consortium of State and local representatives.
- To identify the need for interagency agreements, legislation, policies and administrative systems that will help provide special education and related services.
- To identify financial resources for identifying, evaluating, and educating children.
- To develop a dissemination system to increase Statewide awareness of services.

EVALUATION PLAN:
Formative and summative evaluations using observations, surveys, case studies, and other methods of record keeping will answer 1) five major questions about the total project, 2) three major questions about the needs assessment evaluation, and 3) two major questions about plan design.

FEATURES AND PRODUCTS:
Project staff will use a specially designed instrument to gather information about 13 critical service components at State and local levels. The Early Childhood State Plan will require coordinated efforts among the plan approval group, advisory committee, needs assessment task force, and consortium of interested individuals and groups.

WYOMING

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Carol Nantkes PHONE: (307) 777-6249

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Wyoming State Department of Education
Curriculum and Instruction Division
Hathaway Buiding
Cheyenne, Wyoming 82002

SPECIALNET USER NAME: WYOMINGOHE

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Carol Nantkes PHONE: (307) 777-7417

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Permissive: Birth to school age.

MAJOR OBJECTIVES AND PURPOSES:

- To conduct a comprehensive Statewide needs assessment.
- To determine discrepancies between needs and available services.
- To compile, interpret, and disseminate needs assessment data using a modified version of a tool developed by the State of Virginia.
- To identify interagency commitments for coordinated services at State and local levels using the State Technical Assistance Resource Team.
- To continue to provide technical assistance to early childhood programs.
- To assist local communities with interagency collaboration efforts.
- To design a comprehensive State Plan for children ages birth to six years.

EVALUATION PLAN:
Formative and summative evaluations are planned.

FEATURES AND PRODUCTS:
To promote interagency cooperation, six officials will attend a two-day Intermountain Interagency Inservice Institute where an advisory council, subcommittees, and a steering committee will be selected. Technical assistance will be held in cooperation with two model programs: the Wyoming Infant Stimulation Project and activities funded through the preschool incentive grant.

TERRITORY OF GUAM

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Victoria T. Harper PHONE:

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Department of Education
Division of Special Education
P.O. Box DE
Agana, Guam 96910

SPECIALNET USER NAME:

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Victoria Harper PHONE: ( ) 472-8703

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Birth to 21 years.

MAJOR OBJECTIVES AND PURPOSES:

- To develop an Early Childhood State Pla for a comprehensive service delivery system for handicapped ana at-risk children under age five years.
- To complete a needs assessment with goals of developing a matrix of services, evaluation data, a high-risk registry, and a computerized client tracking system.
- To conduct public awareness programs for parents and professionals on the value of early intervention and create joint groups to enhance planning.
- To develop a multi-agency diagnostic/referral center.
- To examine needs for legislation that would increase or improve interagency service delivery.

EVALUATION PLAN:
Management by objectives will be used, relying on a system of checklists, forms, questionnaires, and reports. Corrective action plans will be written when needed.

Territory of Guam (continued)

FEATURES AND PRODUCTS:
Products and features include various reports, interagency agreements, data forms, information packets, symposia, workshops, and a computerized tracking system. The Territorial Advisory Council will be used to promote interagency cooperation. The multi-agency diagnostic/referral center will serve as the first point of contact for families and provide a complete array of services and training.

VIRGIN ISLANDS

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: Priscilla Stridrion PHONE:

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Department of Education
Division of Special Education
P.O. Box 6640, Charlotte Amalie
St. Thomas, U.S. Virgin Islands 00801

SPECIALNET USER NAME:

PERIOD OF FUNDING: 12 months beginning 9/1/85

STATE DIRECTOR OF SPECIAL EDUCATION: Maureen Winter PHONE: (809) 773-1095

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: Ages three to five years.
Permissive: Birth to age two years.

MAJOR OBJECTIVES AND PURPOSES:

- To promote interagency cooperation to ensure identification and provision of services, including family training and counseling, at the earliest possible age.
- To establish an Interagency Council services agreement approved by the education commissioner that includes a program for personnel development, community awareness, and parental education.
- To establish a child identification system for at-risk and handicapped children.
- To offer services to children in conjunction with technical assistance to families and preschool teachers.
- To conduct an evaluation of interagency strategies.
- To develop a Quantifiable Evaluation Plan.

EVALUATION PLAN:
Management by objectives will be used.

Virgin Islands (continued)

FEATURES AND PRODUCTS:
Features include purpose statements, interagency agreements, several needs assessments, a computerized tracking checklist, other data sheets, evaluation reports, and dissemination activities.

TRUST TERRITORY OF THE PACIFIC

TYPE OF GRANT: State Plan Grant (planning phase)

DIRECTOR: PHONE:

COORDINATOR: PHONE:

STATE PLAN GRANTEE ADDRESS: Trust Territory of the Pacific Islands
Office of Education
Office of the High Commissioner
Saipan, CM 96950

SPECIALNET USER NAME:

PERIOD OF FUNDING: 12 months beginning 9/2/85

STATE DIRECTOR OF SPECIAL EDUCATION: Harui W. Kuartei PHONE:

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated:
Permissive:

MAJOR OBJECTIVES AND PURPOSES:

- To design a systematic model for multi-agency service delivery in the State of Yap for children ages birth to five years who now are not receiving any educational related services.
- To design systematic education and counseling programs for the parents of unserved children.
- To design a systematic evaluation system to assess the benefit of grant activities.
- To collect and analyze data to ascertain public and private agency strengths and weaknesses, as well as needed educational and related services.
- To facilitate the development of legislation.

EVALUATION PLAN:
Project staff will use management by objectives, relying on a variety of measures, including checklists and parental evaluation forms.

FEATURES AND PRODUCTS:
Reports will include an interagency contact list, description of current and needed services, demographic information, status of current legislation, agency policies, training opportunities, and cost data. Interagency agreements are anticipated during the first years. Also data collected will be entered into a computerized system. Qualified professionals will be hired and paraprofessionals trained. A variety of public awareness and advocacy activities are planned.

APPENDIX B. A STUDY OF INTERAGENCY AGREEMENTS TO SUPPORT THE PROVISION OF VOCATIONAL EDUCATION AND SERVICES TO EXCEPTIONAL STUDENTS

ERIC

A STUDY OF INTERAGENCY AGREEMENTS TO SUPPORT THE PROVISION OF VOCATIONAL EDUCATION AND SERVICES TO EXCEPTIONAL STUDENTS

This appendix reports the findings of a study conducted by Decision Resources Corporation (DRC) under its technical assistance contract with Special Education Programs. DRC investigated interagency agreements between departments of special education, vocational education, and vocational rehabilitation at the State and local levels. The purpose of the study was to provide descriptive data on the nature of interagency agreements in terms of their content, purpose(s), implementation, and evaluation procedures.

In three States and six local districts within those States, a series of interviews was conducted with State and program personnel involved in interagency vocational programs for handicapped youth. The three States were Maryland, New Jersey, and Virginia. In 1980-81, each of these States had participated in a study of interagency cooperation conducted by the University of Wisconsin. As part of that project, each State worked to develop interagency cooperation in a different manner:

- o Maryland developed a Resource Manual on cooperative planning for the handicapped and 13 learning modules for vocational education teachers about the needs of handicapped students;

- o Virginia established a formal written agreement between the Department of Education and the Department of Rehabilitative Services; and

- o New Jersey addressed linkages among vocational education, health, skill development, transportation, job placement, and support services. The emphasis of the New Jersey model was at the county level.

For the DRC study, State administrators of special education, vocational education, and vocational rehabilitation were asked to nominate two local units in their State for further investigation. The following sections are a brief summary of a comprehensive report that was submitted to Special Education Programs.

Maryland

In Maryland, special education, vocational education, and vocational rehabilitation are all part of the Department of Education. The three divisions entered into a formal cooperative agreement to develop a system of vocational education for handicapped students in 1980. The agreement was preceded by local agreements in various districts across the State, as well as by the strong, active support of the State Superintendent. The formal State level agreement was made following a resolution passed by the State Board of Education.

Under this agreement, the Division of Special Education provides guidelines and technical assistance to local districts; approves the use of EHA-B funds for vocational education; requires that all projects supported by these funds be cooperatively developed by the three agencies; monitors the delivery of vocational services; and shares this information with the other two divisions.

The Division of Vocational-Technical Education provides support to secondary level and adult special students enrolled in regular or special vocational programs; funds vocational support teams to provide technical assistance to districts and work with handicapped persons in regular vocational programs; and requires that postsecondary and adult vocational programs be based on long-range and annual plans.

The Division of Vocational Rehabilitation provides rehabilitation services and coordinates training and placement services for school-aged handicapped persons who have terminated a public school program and develops policies concerning the provision of services to handicapped students during their last year of school.

All parties to the Maryland State agreement participate in the admissions, referral, and dismissal (ARD) process and in the development of individualized education programs (IEPs) as deemed appropriate. In addition, they have developed and delivered cross-agency training workshops to address transition and to encourage personnel of the three agencies to work more closely together.

There are no formal procedures in Maryland's agreement for revision. Revisions are generally made on the basis of the mutual consent of the parties, as the need arises. The Maryland agreement is currently being revised; the new agreement will be a five-way agreement that will bring the Divisions of Instruction and Compensatory Education into the cooperative arrangement

A joint resolution passed by the State legislature urges the Divisions of Special Education, Vocational Education, and Vocational Rehabilitation to cooperatively develop and implement an IEP for each handicapped

student no later than the school year when the student reaches age 14. The State legislature will probably soon pass a law mandating the cooperative IEP.

Although Maryland encourages local districts to follow the format of the State agreement, no special format for local agreements is provided.

Local Agreements in Maryland

In Maryland, all 24 county school districts have written interagency agreements among special education, vocational education, and vocational rehabilitation. Two counties in Maryland, Montgomery County and Charles County, hosted site visits.

The Montgomery County agreement is similar in format to the Maryland State agreement. It is to be revised every two years; however, any of the division representatives may call a meeting at a mutually convenient time to discuss amending the agreement. Interagency efforts are not formally evaluated.

In addition, a task force on transition for handicapped students is charged with establishing a collaborative relationship among government, education, private agencies, and employers that will facilitate the development, implementation, and evaluation of model transition services to increase employment opportunities for special education students. This Task Force in Montgomery County has just issued a final report on its transition plan and recommendations.

Charles County's local agreement is intended to continue on a permanent basis and may be revised or amended by mutual consent.

Special programs and activities emphasizing interagency cooperation were also reported by the school districts. In Montgomery County there are organizations that provide pre-employment training, work experience, ongoing job counseling, and job development to handicapped students under the age of 18.

Charles County has worked with community colleges to provide support for incoming handicapped students and has participated in a "Pathways to Employment" workshop sponsored by the President's Committee on the Employment of the Handicapped. District officials have also worked with local community colleges to provide educational, employability, and life-coping skills to handicapped students.

Charles County also has cooperative efforts with sheltered workshops, day programs for handicapped adults, and programs run by the local park and planning commission, as well as a cooperative arrangement with the local community college to provide special support services to handicapped

students. In addition, the county also participates in Project TET (Training for Effective Transition), a Federally funded project, and Project CAST (County and School Together) which offers life skills courses for academic credit to handicapped students aged 14-21.

Virginia

In Virginia, the State Department of Education and the Department of Rehabilitation have been working cooperatively since the 1950s to provide vocational services and programs for the handicapped. Written agreements have been established between the two agencies since 1965. As the responsibilities of the two agencies expanded, revisions were implemented by updated agreements. The existing agreement was signed in 1982.

Under this agreement, the special education unit within the Department of Education provides personnel to consult with the staff of vocational education programs for the handicapped, financial assistance to local school districts, inservice training for State and local personnel on the implementation of the agreement, and financial assistance to a State center that trains special education teachers who work in vocational education programs. In cooperation with vocational education, special education also approves private schools that provide vocational education to handicapped students.

The vocational education unit provides consultation and technical assistance to ensure that handicapped students receive vocational programs and reimburses local school districts in accordance with the Virginia State Plan for Vocational Education.

The Department of Rehabilitation's responsibilities include providing information to handicapped students regarding vocational education programs, inservice programs for local school districts, vocational assessments for students aged 16-21, vocational rehabilitation services to eligible handicapped persons, job placement and counselling to handicapped students leaving school, and training programs for employers to assist them in providing proper environments for handicapped employees.

The three agencies work cooperatively to develop special vocational programs for the handicapped and to provide inservice training in local school districts.

Virginia's agreement terminates at the end of each year and is subject to renewal with or without amendments. This agreement may be amended by mutual consent of the parties concerned and it is to be amended to reflect changes imposed by the Federal and/or State laws or regulations, provided that such changes are stated in writing to the other parties 30 days prior to the effective date of such changes.

Virginia also has a cooperative agreement between the Department of Education and the Department for the Visually Handicapped (DVH). This agreement was signed in 1980. It is programmatic, detailing the responsibilities of the Department of the Visually Handicapped in providing educational and related services to visually impaired students, giving support to each school division to assist with eligibility determinations, and developing IEPs for visually handicapped students.

The Virginia Department of Education works cooperatively with the Department of the Visually Handicapped by informing local school districts of the services provided by DVH. DVH has initiated some cooperative activities with the community by presenting a career workshop conducted by successfully employed blind persons for visually handicappped students in grades 9-12. DVH has also worked cooperatively with the State Division of Vocational Education by sending a memorandum to all vocational education teachers concerning the special needs of the blind students they may have in their classes.

Two interagency projects have been initiated in Virginia: The first is Project VITAL (Virginia's Integrated Transition Approach through Leadership), an interagency project based at the Mid-South Regional Resource Center in Kentucky, which provides technical assistance to special education agencies in various States on P.L. 94-142 compliance and funding procedures. The Center has given funds to various agencies in Virginia to establish a data management plan that can be used to identify sources of services to assist in transition of handicapped students. The Department of the Visually Handicapped is participating in this plan.

The second is Project STEER (Stimulate Transition to Employment Through Education and Rehabilitation). This is also an interagency project with a focus on transition. Its purpose is to assure appropriate assessment, materials and support personnel for visually handicapped students enrolled in vocational courses.

Virginia distributes a format to all districts in the State for developing cooperative agreements. The format includes nine components: (1) parties; (2) authority; (3) purpose; (4) services; (5) purchase of services; (6) referrals; (7) confidentiality; (8) exchange of information and training; and (9) implementation and evaluation.

Local Agreements in Virginia

Fifty-six percent of the local districts in Virginia have interagency agreements between special education, vocational education, and vocational rehabilitation. The two Virginia LEAs visited were Fairfax and Albemarle counties. The local agreements in these counties are revised annually using addenda; the basic agreements remain intact from year to year.

In Fairfax County there was a need to provide vocational services to handicapped students in secondary schools after rehabilitation services stopped providing services within schools in the late 1970's. This need provided the incentive for the County to create an interagency agreement. The agreement between Fairfax County and the Virginia Department of Rehabilitative Services states that the agreement shall remain in effect until amended or terminated by written notice of either party; such notice is to be given 30 days prior to the effective date of the amendment or termination.

An agreement between Fairfax County and the Mental Retardation Services Program states that established objectives are to be reviewed and evaluated by appointed liaisons at the end of the school year. Prior to each school year, new objectives are determined and approved by both parties, and subsequently evaluated. The evaluation is attached to the original copies of the agreement as an addendum.

Fairfax County has cooperative liaisons with the local community college in providing services to handicapped students. Some of the most effective cooperative efforts in this district are those involving local businesses. These businesses provide jobs for the handicapped, as well as transportation to job sites. This district also has strong backing from its Chamber of Commerce for encouraging businesses and industries in the area to hire handicapped workers and to provide on-site training opportunities.

Fairfax County is active in Project PERT (Postsecondary Education/ Rehabilitation Transition), a Federally funded project to utilize the joint resources of the departments of education and vocational rehabilitation to assist learning disabled and mentally retarded students in making successful transitions from school to work.

In Albemarle County, a local official commented that the most successful cooperative efforts in that district have been those developed to meet specific needs. These agreements are developed locally with social service agencies, community organizations, and businesses. One of the most successful cooperative agreements in the local school district was between the departments of welfare, corrections, and education. This particular cooperative arrangement was developed out of the need to provide special education services to indigent and incarcerated youth.

Albemarle County is involved in a special program called "Project Co-op" with the local university. This program serves severely mentally retarded students by providing direct on-the-job support for these students. It is a Federal grant program. Albemarle County has another cooperative effort involving special education and vocational education at the Charlottesville/Albemarle Technical Education Center in which special educators are involved in the vocational assessment of special education students referred to the center.

Another interagency initiative in Virginia is the establishment of regional vocational assessment centers, which are jointly set up by the special education and vocational education. One of these centers is located in Albemarle County.

In addition, a task force was required by the Virginia General Assembly to create a State interagency cooperative agreement involving 10 agencies for the delivery of comprehensive services to handicapped students and to address their transition to employment.

New Jersey

New Jersey did not have a functioning State-level agreement in place at the time of the study; however, interagency cooperation is currently taking place in the State on an informal basis. New Jersey provides vocational services for the handicapped through its system of vocational-technical schools, other intermediate units, and school district programs.

The Division of Vocational Rehabilitation Services is part of the Department of Labor and Industry. The Vocational Education and Special Education units are in the Department of Education. Since the early 1970s, numerous attempts have been made to bring about meaningful interagency cooperation among these three groups and among other agencies. A conference was held in October of 1974 with representatives from the New Jersey Department of Education, the New Jersey Division of Vocational Rehabilitative Services, the New Jersey Association of Rehabilitative Facilities, and local school districts. The purpose of this conference was to acquaint service providers to the handicapped with the services, policies, and procedures of other agencies, to delineate problems the agencies shared and suggest how these might be solved, and to formulate an agreement for future policy direction. As a result of this conference, the Commissioner of Education and the Commissioner of Labor and Industry approved the establishment of a permanent Interagency Committee. The Interagency Committee on the Education and Vocational Rehabilitation of the Handicapped was formed to establish effective communication linkages and to begin joint planning among the various agencies. The committee set forth a series of 18 goals and plans of action based on the results of the conference. An informal operations level committee was also set up to give technical assistance and to implement the policies of the interagency committee.

Additionally, the Division of Vocational Education and Career Preparation and the School Programs Branch of the Division of Special Education and Pupil Personnel Services developed a statement of understanding that provides for the joint development of State plans, joint review of programs and projects aiding the handicapped, joint planning and development of resources and activities for the vocational and

career education needs of the handicapped, pre-service and inservice training for vocational teachers and teachers of the handicapped, and interdepartmental communication to promote cooperation.

While a formal agreement was signed in 1980, no working agreement is in place at present; the State is presently working on an agreement regarding transition. It is generally accepted by the staff members interviewed that the organizational and personnel changes in the Department of Education have been the reason for little progress in this area. For example, within the Bureau of Vocational Education, there is no individual presently responsible for services to the handicapped as there was in the past.

New Jersey is now planning an automatic intervention system for the handicapped. The system will involve the Division of Special Education, the Bureau of Vocational Education, and Vocational Rehabilitation Services and other departments such as Human Services and Corrections. A similar program was begun in 1981 and has been recently rejuvenated. Under this plan, all handicapped students would be referred to the local rehabilitation office at age 15 and one plan rather than three separate plans (IEP, IVP, IWRP) would be written. Information sharing will be extensive under the system.

A task force is currently in place to study how to provide vocational training to the handicapped given the limited number of slots in New Jersey's vocational schools. It includes staff members from special education, vocational education, and vocational rehabilitation plus private agencies. Models of employment for the handicapped are currently under examination. A directory of transition services is being developed by State special education staff for NERCC. Special education staff are also working with Vocational Rehabilitation and the New Jersey Association of Rehabilitation Facilities staff to develop guidelines for rehabilitation facilities as educational facilities.

Informal networking also occurs among the staffs in Special Education, Vocational Education, and Rehabilitative Services based on previous interagency coordination efforts of the past 15 to 20 years, and the State's Interdepartmental Committee continues to meet regularly. Within Special Education, task forces across the agency divisions are exploring secondary program options for emotionally disturbed students. Another task force is examining special education vocational concerns. Also, special education is using EHA-B discretionary monies to stimulate secondary education for handicapped students in three vocational-technical schools and in five small school districts. This includes stimulation of academic education, vocational education, attendance, and prevention of dropping out.

The Division of Vocational Rehabilitation Services is working with five counties in a program to prevent handicapped students from dropping out of school and to provide services for handicapped dropouts. Rehabilitation counselors and teachers are working together. Vocational and educational assessments of students are conducted. Students are given help in obtaining jobs and, if necessary, they receive additional rehabilitation services. This project was begun 6 or 7 years ago; about 400 students per year are served. State vocational rehabilitation dollars, State special education dollars, and P.L. 89-313 funds are used to support this program.

A service agreement exists between Vocational Rehabilitation, Special Education and Vocational Education to include rehabilitation counselors on Child Study Teams. The agreement was tested in a few districts, but the program was dissolved for lack of funds.

New Jersey also participated in three projects supported by Federal funds to create State interagency linkages concerning the handicapped. The first project was a conference that was coordinated by the Northeast Regional Resource Center in 1978. The purpose of this conference was to facilitate communication among State and local educators and institutions concerning collaboration among agencies. Representatives of Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island, as well as New Jersey, attended this conference. The results of this conference were published and sent to the participants.

The second project, conducted in 1979, was the Wisconsin Vocational Studies Center's project, Vocational Education Models for Linking Agencies Serving the Handicapped. New Jersey staff, with guidance from the Vocational Study Center staff, developed a county-level model for cooperation among agencies to provide vocational education to the handicapped. The model was tested in New Jersey LEAs during 1981-82.

The third project was a conference sponsored by the Leadership Training Institute of the University of Illinois. The conference brought together teams of State representatives from vocational education, special education, and vocational rehabilitation; the representatives from New Jersey developed a plan for enhancing vocational opportunities for the handicapped.

Local Agreements in New Jersey

In New Jersey, local educational agencies (LEAs) are responsible for carrying out the mandates of EHA-B. In addition, the State has identified eight types of "limited purpose intermediate unit" that exist between the State and local boards of education. Each type of unit provides direct instructional support to local districts. The intermediate unit that provides vocational services to the handicapped is the county vocational technical center. There are 20 centers in the State. These centers

offer vocational programs for regular and handicapped students. Employment orientation and special needs programs are available to handicapped students. Approximately 14 percent of New Jersey's handicapped pupils were served in one of the 20 centers in 1983-84; 40 percent of the handicapped students in the State receive some kind of vocational course.

Site visits were made to two comprehensive vocational-technical centers. These centers are organized and funded like public high schools. To gradutate, students must meet all of the academic requirements needed for a New Jersey high school diploma and successfully complete a variety of vocational training courses.

The Camden County Vocational-Technical Center

The Camden County Vocational-Technical Center (CCVTC) has a total enrollment of 2,000 students; 800 are handicapped. Thirty-five elementary schools and 17 high schools feed into this center. The handicapped population of this center is composed primarily of mildly to moderately handicapped students. This center does not serve trainable mentally retarded, severely emotionally disturbed, or severely, profoundly handicapped students. These populations are served in special schools located elsewhere in the State.

"Interdisciplinary cooperation" is a more accurate term than "interagency cooperation" in describing the CCVTC center. The interdisciplinary staff is composed of psychologists, learning disabilities specialists, social workers, guidance counselors, speech therapists, vocational educators and regular educators. The staff works cooperatively to provide a comprehensive set of services to all students at the center.

There are many interagency liaisons between the center and other human service agencies in the county. The center acts as the liaison with these agencies as their services are needed by the students. The social workers on staff at the center are the primary initiators of these liaisons. Through occupational workshops and networks, they have access to a large number of support services provided through State agencies. The agencies most frequently involved with students at the center include family services, welfare, social security, public health clinics, and counseling services.

Students are referred to CCTVC from local elementary and secondary schools throughout the county. Eighth grade is considered the "decision point." The referral of a handicapped student is a two stage process. The first stage takes place in the student's home school by a Child Study Team. The Child Study Team decides whether to refer the student to the center for an assessment. Only students who have been determined able to benefit from the program offered at the center are referred. During the eighth grade, students are brought to the center for a one

month assessment and career awareness program that includes a complete vocational and diagnostic assessment. The students participate in activities that expose them to various vocational courses offered at the center. Any need for remedial academic work is identified at this time. These activities provide a foundation for planning an effective, comprehensive program for handicapped students when they enter the center in ninth grade. Parents are an integral part of this planning process. Approximately 95 percent of the students referred are accepted.

Students may enter either a full-time program where they receive both a vocational and an academic education in the CCTVC, or they may attend a shared program where they receive their education in a regular high school and attend vocational classes at the center. The full-time programs are four year programs for grades 9-12 and include 10 specialized vocational shops.

CCVTC's job placement rate for graduating students in occupations directly in their fields or related to their fields of training is between 75 and 80 percent. Local businesses solicit the center for employees. The center has a coordinator who helps secure job placements, monitors job performance and provides support for students on the job.

The high employment rate of these students results from the close relationship between the center and the business community. This relationship is strengthened by having community and business representatives on the Advisory Board of the center. These representatives are able to communicate the employment needs of the community to the center which uses this information in designing their vocational programs and in anticipating needs in various areas.

The Middlesex County Vocational-Technical Center

The Middlesex County Vocational-Technical Center (MCVTC) has 750 handicapped students enrolled. Of these students, 468 are shared-time students who are trainable mentally retarded, multiply handicapped or orthopedically handicapped and who attend the center on a part-time basis. Nearly three-quarters of the shared-time and full-time students are classified as neurologically impaired.

The MCVTC has informal agreements between the LEAs and the County Special Needs Department which provide vocational diagnostic servies to 7th and 8th grade special education students. Students attend the vocational high school part-time for 18 weeks. At the end of the 18 weeks, the districts receive a vocational profile for each student. These profiles are used by the districts to plan vocational programs for the students or to recommend them for the secondary level special needs vocational program. During the 1984-85 school year, there were three Employment Orientation Shops; this program served 164 handicapped students.

In the MCVTC, the Special Needs Department and the Job Training Partnership Act (JTPA) personnel work together to secure funds for work study positions which will help achieve full-time employment for students matriculating from the Center. The Special Needs Department has a verbal agreement with the McDonalds Corporation which enables the department to place student in particular jobs. Last year, McDonalds requested seven students. The Corporation has agreed to continue the program for the coming year.

The MCTVC also had an informal agreement with vocational rehabilitation. If a recent graduate is unemployed, a member of the Special Needs Department may invite the unemployed graduate to attend one additional year of vocational training with no academic work. Students who lose their jobs soon after graduation may also return for additional training. After one year, students who still do not have jobs are referred to vocational rehabilitation.

The procedures for admission to the MCTVC center are similar to those used at CCVTC. Students and local districts apply to one of the three vocational high schools for the handicapped in the county. Applications are reviewed by members of the Special Needs staff and arrangements are made for an interview. Most students who apply are accepted; however, there is a waiting list to attend the high schools.

MCVTC's Department of Special Needs has been successful in making student placements. In the 1978-79 school year; 43 students matriculated; the school placed 91 percent in colleges, postsecondary schools, or the competitive labor market. By 1982-83, 67 students matriculated, 66 students were placed. Over the five year period from 1979-1983, the school placed 264 students, or 91 percent of the students available for placement. Few students dropped out or were expelled during the period.

Impact of Local Cooperative Agreements

While few State or local administrators could quantify the impact of their interagency agreements and efforts, most were able to make some generalizations regarding their impact. There was not a consensus among those interviewed; however, several respondents mentioned the following effects.

The cooperative agreements and efforts are a vehicle for greater communication and awareness for the agencies involved; territorialism of participating agencies appears to be declining. Liaison patterns that facilitate service delivery have developed especially in the areas of assessment and transition services. Moreover, with formal agreements, these patterns are now more likely to continue despite changes in personnel.

Several administrators noted that access to vocational programs had increased and that rehabilitation services were becoming more consistent at the local level.

Integrated, comprehensive programming for the handicapped, including joint development of IEPs and IWRPs, was viewed as resulting from cooperative agreements. Long-range planning for handicap programs also seems to have improved with these agreements. Joint funding of projects tends to occur more often under agreements than without them.

The agreements were also perceived as having a significant impact on transition for the handicapped. The perspectives of the agency administrators had been broadened through cooperation, permitting them to see transition as an ongoing process. The existence of the agreements also gave officials a structure within which to begin transition services.

Finally, several local officials noted that their informal cooperative efforts were often more effective than their formal agreements.

Barriers to Further Cooperation

State and local officials expressed concern over barriers to further cooperation that still exist between departments of special education, vocational education, and vocational rehabilitation. These departments have different histories and are operating under different legislative requirements. They have different goals and priorities, and their timeframes for client contact are different.

Several of the issues concerning officials across the States involve definitional problems. Differences in the definitions used for rehabilitation services and special education can hinder the continuation of services to a client. For example, the IQ level used to define mental retardation by Virginia's special education department is 75; the level used by the Department of Rehabilitative Services is 85. Problems may occur in determining the eligibility for continuing services to clients whose scores fall between the two definitions. Such definitional problems also contribute to the incompatibility of data bases between agencies.

Several of the concerns of State and local officials had to do with vocational education. The increased emphasis on academic standards, expressed in the movement toward competency testing and higher academic requirements, is acting as a deterrent to enrollment in vocational education courses because less of the students' time is available for vocational education. Concerns were also expressed that the role of vocational education in transition is being minimized by State and Federal Governments. It was noted that too few vocational educators have had the cross-training in special education that would enable them to work effectively with handicapped students.

Finally, a number of concerns were expressed about the scope of rehabilitation services. Lack of funding prevents vocational rehabilitation agencies from working with handicapped students at an earlier age, and there are too few vocational rehabilitation counselors in high schools. Further, among the counselors that are available, large caseloads limit the amount of time allocated to each client, hindering the counselors' effectiveness. Finally, it was noted that vocational rehabilitation's eligibility requirements are too narrow, so many clients who could benefit from these services are not eligible to receive them.

Final Thoughts

Interagency cooperation is a vital part of the process of coordination of services to handicapped individuals. As a handicapped person moves through the public school system and into adult life, his needs change. In order to accommodate these changes and to provide a continuum of services that lead to a smooth transition from one phase of this individual's life to another, agencies and divisions of education must coordinate their services. This coordination and cooperation in the delivery of services to handicapped individuals not only provides a continuum of service and support, but also can decrease duplication of services and thus become cost effective. Many cooperative efforts evolve through the personal commitment and mutual needs of those professionals involved and the mutual needs of agencies and school districts involved. Interagency cooperation, if used appropriately, can be an important tool for enhancing and maximizing the quality of life of handicapped individuals.

APPENDIX C. NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS, BY STATE, FOR FY 84

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NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS,
BY STATE, FOR FY 84

State	Number of Projects Funded	Amount of FY 84 Awards
Alabama	18	$2,301,217
Alaska	8	1,044,429
Arizona	32	2,552,115
Arkansas	18	1,087,615
California	92	8,704,465
Colorado	30	2,612,831
Connecticut	19	2,054,977
Delaware	4	337,480
District of Columbia	52	4,450,890
Florida	21	1,606,250
Georgia	14	951,538
Hawaii	10	1,036,998
Idaho	10	767,362
Illinois	60	4,764,667
Indiana	16	1,232,766
Iowa	18	1,158,505
Kansas	48	4,000,908
Kentucky	27	2,303,544
Louisiana	14	1,113,381
Maine	12	953,874
Maryland	35	3,654,093
Massachusetts	49	5,473,855
Michigan	21	1,733,371
Minnesota	33	3,456,357
Mississippi	9	892,176
Missouri	18	1,327,303
Montana	8	658,383
Nebraska	15	1,202,747
Nevada	7	501,900
New Hampshire	6	453,462
New Jersey	12	1,338,001
New Mexico	14	1,218,336
New York	101	9,709,821
North Carolina	47	4,695,712
North Dakota	7	522,012
Ohio	40	4,294,553
Oklahoma	6	406,182
Oregon	69	5,776,276
Pennsylvania	55	4,903,651

NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS,
BY STATE, FOR FY 84 (Continued)

State	Number of Projects Funded	Amount of FY 84 Awards
Rhode Island	5	432,261
South Carolina	9	604,632
South Dakota	4	492,133
Tennessee	37	3,644,771
Texas	38	3,988,970
Utah	47	3,915,102
Vermont	18	1,760,917
Virginia	53	6,378,876
Washington	54	4,791,095
West Virginia	13	946,860
Wisconsin	27	2,231,075
Wyoming	3	256,329
American Samoa	2	122,867
Guam	4	452,513
Northern Marianas	1	104,958
Puerto Rico	1	94,496
Trust Territories	1	92,031
Virgin Islands	1	85,000
Total United States and Territories	1,393	$127,638,889

APPENDIX D. ABSTRACTS OF STATE EDUCATIONAL AGENCY/ FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 85

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 85

New York State Education Department

"Evaluation of the Effects of New York State's Instructional Program Options, Support Services, and Procedures Used Prior to Referral for Special Education and Upon Declassification from Special Education."

Project Director: Stephen Brown

Cost: Federal Share: $ 119,870

SEA Share: $ 82,164

Total: $ 202,034

Project Period: November 1, 1985 to April 30, 1987

Abstract:

The proposed evaluation will determine the availability of instructional program options and support services for students who are experiencing learning difficulties and who are not succeeding in regular instructional programs. The study will determine the relationship of these program options and services to the number of students who are being identified as handicapped and in need of special education programs and related services.

By comparing schools that provide and use a variety of program options and support services for students before they are referred to special education with schools that do not provide or use such services, the study will determine if and how the provision of instructional options and services within regular education affects the number of students in special education.

Regular education classroom teachers selected in the sample will be interviewed and asked to respond to case study examples, as follows:

(a) Utilization of IPDs and SSs.

(b) Which IPOs and SSs have they used with any pupils within a given time frame (e.g., within the past school year), and what were the outcomes in each case.

(c) Select or rank those they believe would be most helpful to children with learning problems.

(d) Identify those indicators (cognitive and behavioral) that suggest a student has a learning problem and the processes (formal and informal) they would use to obtain assistance or support.

(e) Have any of their students obtained IPOs or SSs privately or out-of-school?

(f) Regarding class registers, what number of pupils transferred into or out of the class within a given time frame; what are the reasons for pupils moving in or out of class; what number of pupils are referred to COH and the outcome of such referrals.

(g) With the use of a standardized "case study" technique, teachers will be provided with a capsule description of three pupils with learning problems of varying degrees of severity. (SEA project and inkind staff will devise brief descriptions of nine pupils, three for each of three scales tailored to the characteristics of three grade categories: elementary, middle, and high school). Teachers will be asked which, if any, IPOs or SSs they would recommend for each of the three case study pupils, and which of the pupils, if any, they would refer to COH for evaluation.

Special education teachers selected in the sample will be interviewed to identify which IPOs and SSs are available and describe the processes and factors involved in declassification of students from special education.

North Carolina State Department of Public Instruction

"Investigation of the Effectiveness of the Pre-referral and Intervention Model in the Referral of Learning Disabled and Behaviorally/Emotionally Handicapped Students"

Project Director: E. Lowell Harris

Cost: Federal Share: $ 16,939

SEA Share: $ 12,630

Total: $ 29,569

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The proposed evaluation will investigate the effectiveness of the North Carolina pre-referral and intervention model in terms of cost, time, referral appropriateness, and impact of training models.

North Carolina regulations for determining Learning Disabilities and Behavioral/Emotional Handicaps were revised in 1985. The revised regulations now require two levels of documentation for the identification of students with these handicapping conditions. In the two-level intervention process, the first level of identification is carried out by the classroom teacher prior to developing a pre-referral, and the second level of intervention is recommended by a school support/assistance/ intervention team after a pre-referral has been submitted. The second level of intervention is carried out by the classroom teacher and the results are analyzed by the team in determining whether a referral for special education assessment should be submitted. At present, North Carolina does not have the data to determine whether the model is effective. The data collected and analyzed through this project will provide the answers to the question of effectiveness.

Twenty-four schools of elementary level (K-8), junior high/middle level (7-8/9) and senior high level (9-12) will be selected to participate in the project. Two schools in each of these three levels will be selected to receive one of four forms of training: 1) on-site training of assistance/intervention teams, 2) training of all classroom teachers and assistance intervention teams, 3) video tape training of all classroom teachers and assistance/intervention teams (tapes made from training

above), and 4) no training. Twenty-four data collectors (one per school) will be trained to use the pre-referral (Focus of Concern) form, the support/assistance/intervention team record, and student assessment/ placement records to identify information to be transferred to the coded data collection form. Anticipated pre-referrals submitted to the support/assistance intervention teams will be approximately between 70 and 90 per school. Therefore, data from approximately 1,680-2,160 pre-referrals will be analyzed to investigate 1) the impact of academic and/or behavioral intervention procedures on frequency of specific presenting problems, frequency of pre-referrals resulting in special education assessment, and frequency of verification of handicapping condition; 2) the impact of each of four training models upon teacher and support/assistance/intervention team intervention efforts; and 3) whether assistance is received faster through pre-referral/intervention or through direct referral, and if assessment costs of inappropriate referrals are reduced.

The data analyzed through this project will be used to answer such questions as:

1. Do teachers and students receive assistance within fewer school days through the pre-referral procedure than through the direct referral procedure?

2. Does the training of regular classroom teachers in intervention strategies affect the choices of interventions employed prior to submitting pre-referrals?

3. Does the training of regular classroom teachers in intervention strategies affect the frequency with which pre-referrals are submitted?

4. Does teacher training in intervention strategies affect the frequency of inappropriate (not verifiable) referrals?

5. Does there appear to be a relationship between teacher training and "presenting problems" identified on the pre-referral?

6. Does there appear to be a relationship between "presenting problems" and verification of handicap or referrals made?

7. Does the declassified (previously identified handicapped) student continue to present problems for the classroom teacher?

8. Does there appear to be a relationship between race, school level and race, sex, frequency of pre-referred, or appropriateness of referrals?

Frequency distribution tables and comparative tables will be used to report the findings of the project.

Maryland State Department of Education

"An Investigation of Program Characteristics that Enhance Handicapped Students' Performance on the Minimum Competency Test"

Project Director: David Hayden

Cost: Federal Share: $ 105,743

SEA Share: $ 72,700

Total: $ 178,443

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The Maryland State Department of Education will evaluate the effectiveness of schoolwide and individual program options offered to handicapped students that enhance these students' ability to pass the Maryland Functional Reading Test (MFRT) and document the educational decisions made for these students subsequent to passing or failing the MFRT.

The evaluation study is guided by the general purpose statements of: (1) documenting and describing existing program supports available to handicapped students in preparation for taking the Maryland Functional Reading Test; (2) determining the effectiveness of these program supports as measured by handicapped students' performance on the MFRT; and (3) identifying what program decisions are made subsequent to a student passing or failing the MFRT.

To provide necessary information, the evaluation study must answer the following questions:

1. What are the statewide performance trends of handicapped students served in Levels I-IV who take the MFRT?

2. What schoolwide and individual program modifications are made available to handicapped students to prepare them to take the MFRT?

3. Which of these program modifications relate to handicapped students, successful performance on the MFRT?

The overall plan to address these questions consists of three levels. At the first level, existing performance data on all handicapped students who took the MFRT will be analyzed to determine trends in students' performance by level of service, handicapping condition, and school type.

At the second, a sample of no fewer than five LEAs representing the major geographic and demographic features of Maryland LEAs have been selected for investigation of school program features. At the last level, a sample of ninth grade level I-IV students who will take the MFRT for the first time in October, 1986 will be selected from within the five LEAs for indepth examination of individual educational programs provided during their eighth grade year as well as intensive remedial programs immediately prior to taking the test. These same students will be followed up in their tenth grade year to determine what changes have been made to their educational programs and to determine if a relationship exists between modification and passing or failing the MFRT.

Data at levels two and three will be analyzed separately to first determine trends in program delivery. Then these data will be analyzed, using the sample students' Pass/Fail score on the MFRT as the criterion to determine which schoolwide (eight grade programs) and individual program features relate to student performance. The project will identify trends in handicapped students performance on the MFRT for school years 1982-83 to 1984-85; document and describe programs and services available to handicapped students in middle and junior high schools that address the MFRT goals; identify which of these programs relate to passing the MFRT; and, identify modifications in individual education programs made for students based on their performance on the MFRT.

Kansas State Department of Education

"Evaluation of Identification and Preassessment Procedures in Kansas"

Project Director: Sidney A. Cooley

Cost: Federal Share: $ 118,929

SEA Share: $ 80,638

Total: $ 119,567

Project Period: November 18, 1985 to May 17, 1987

Abstract:

The proposed evaluation will (1) assess the effectiveness of new State guidelines for determining eligibility and placement of students in the areas of learning disabilities, behavioral disorders, and speech/language impairment; and (2) assess the effectiveness of instructional programming options and screening procedures used prior to referral for placement of children in special education which have recently been mandated by State regulations as "preassessment" procedures.

With regard to the latter, State regulations (Kansas Administrative Regulations, 1985) require that, before a student can be referred for evaluation, (a) he or she be presented with learning experiences within the regular education setting appropriate for his or her age and ability; and (b) it be determined that his or her potential for learning has not been achieved in that regular education environment. A preassessment team is to be formed in each building to gather existing data, observe the student, and then make recommendations for modification of the regular educational environment in order to present the student with appropriate experiences for his or her age and ability. The team is also to provide technical support and evaluate the efforts of regular education to meet the child's needs. Only after it has been documented that a student cannot be educated within the regular education setting can the student be referred for evaluation of a handicapping condition.

With regard to the former, the project is working under the assumption that only through indepth case studies of a large representative sample of both students identified as handicapped, and referred but not found to be handicapped, will it be possible to determine the effectiveness of the new guidelines and screening procedures.

Seven sites, representing over 10 percent of the local educational agencies, will be solicited for an indepth case study/interview of the identification process in the three categorical areas (learning disabilities, behavioral disorders, and speech/language).

Rural areas, mid-sized towns, urban areas, and suburban areas will be included as sites. The sites will also include the LEAs that have incidence rates at, above, and below the State average. Cases will be selected in each of the three areas of special service being studied at the primary, elementary, junior-high, and senior-high level. Both cases in which handicaps were identified and those in which the student was referred but not determined to have a handicap will be examined.

Two types of data will be collected during the site visits. The first will be data from an extensive review of the student's files. The tests and behavioral rating scales used will be evaluated for their appropriateness, reliability, validity, and norms. Test protocols will be reviewed for correctness of administration and scoring. Observational data will be reviewed to determine if it was relevant, made under several different conditions, made by a trained observer, and made in a systematic manner. Other data, such as attendance records, grades, vision and hearing screening records, parent and teacher interviews, and medical/health records will be examined to determine if they were relevant. Recommendations made by the preassessment team will be evaluated to see if they were appropriate for the given student. The second type of data collected will be obtained through both structured and open-ended interviews of preassessment and multidisciplinary team members and administrators. The type of information gained from these interviews will include the philosophy of the LEA and the individual personnel interviewed; actual identification practices; level of administrative support and leadership; how structured screening, preassessment, and evaluation procedures are carried out; how closely preassessment and identification guidelines are followed; how the interviewers interpret the various guidelines; how valuable the interviewers found the data in the student files with regard to decision making; what and how effective were teacher interventions (programming options) made before and as a result of preassessment; and were handicapping conditions other than the referred one considered.

Data collected from the two procedures will be used to determine (1) what and how were the efforts made to meet the preassessment processes; (2) what data were considered during evaluation; (3) what is the philosophy of LEA and individual staff members with regard to identification; (4) differences in philosophy, screening, and assessment procedures which led to different incident rates; (5) differences in the interpretation and implementation of the new identification guidelines and preassessment procedures. The results of the study will be used to revise State regulations and guidelines and to identify areas in which technical assistance is needed.

Louisiana State Department of Education

"Evaluation of Eligibility Criteria and Program Options"

Project Director: James Canfield

Cost: Federal Share: $ 95,942

SEA Share: $ 68,050

Total: $ 163,992

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The proposed evaluation will focus on (1) the impact and effectiveness of criteria used to determine eligibility and placement for students in various program options and (2) the effectiveness of instructional programming options and screening procedures used prior to referral for placement of children in special education.

An analysis of selected facets of the pre-referral stage will be carried out by examining the original referral statement of the teacher and extracting from this statement the list of attributes for each child, numbering about 800. These will be plotted by age, by handicapping condition, or by placement/no placement recommendations. The results allow for a determination of the extent to which the different attributes listed by the teacher fall into different categories or placements. Written reports and files relative to the recommendations and interventions at this prereferral stage will be examined.

The possibility of contamination exists relative to the judgments made at this stage concerning further referral and appraisal. It is possible that some standardized tests are administered at this stage and they affect the decision to recommend further appraisal. In effect, it may not be the intervention per se that influences the decision to conduct further assessment. It may be that test data indicate this child may or may not meet criteria and so no further appraisal is recommended. The child may still have major problems. Accordingly, the follow-up component of a sample of these children is needed for this endeavor. The components of this phase will be plotted.

A brief Likert-Type scale will be developed to assess teacher reaction to the prereferral process. This will deal with such factors as the extent to which they feel their input is important, the effects of the collaborative effort at this stage and the impact they feel this has upon the children. The scale will be administered to a sample from across the three school systems. Teachers at each grade or subject area will be included.

An analysis of appraisal and placement procedures and recommendations will be carried out by examining the school records of 100 handicapped children at each age level 6 through 14. All three target samples will be included in proportions represented within the samples of the school districts. The instruments used to appraise each child will be entered into a list by age, type of handicap, school, and school district. The technical adequacy of the instruments will be examined. This will be completed by examining the manuals for statements of norms, samples, reliability and validity procedures. Comparison between existing analyses will be undertaken. If there exists a significant number on which no reviews are available, the project will constitute a consultant pool and have these experts examine the instruments for technical adequacy. Patterns of use by age and other parameters will be studied.

Data on samples of identified handicapped children will be collected and then analyzed via different rules. The subjects for this component of the inquiry will be 60 learning disabled, 60 mildly retarded, and 60 behaviorally disordered/emotionally disturbed children at age 8 and at age 12. These ages are selected because instrumentation is generally technically adequate for these ages.

A comparison will be made between children who are referred for special education and those who are not. The study is limited to 60 children at age 8. The basic question herein relates to the number of those not recommended for referral who are judged in need of special education in contrast to the number of those recommended for referral who do not meet the criteria. From this it should be possible to test the validity of the prereferral decision to recommend or not to recommend special education appraisal. It might also show the validity, or lack of, for teacher referrals or the prereferral intervention process.

An analysis of learner attributes and instructional recommendations will be carried out by compiling a set of learner attributes as listed in the teacher referral and formal appraisal and matching these to the set of instructional recommendations. Interrater reliability for the procedure will be established by having three codes rate a common sample of 20 protocols. Consistency of instructional divisions across these attributes will be assessed. A determination of the extent to which teachers make curriculum adjustments, based upon statements of present levels of functioning and/or instructional adjustments based on learner attributes, will be made by collecting assignments and instructional materials that are

used by 30 individual children (at ages 9, 12, and 15) and by contrasting these with present levels of functioning to determine curriculum match. That is, a child in the 7th grade with a 3rd grade reading level would seem to be mismatched between statement of present level of functioning and the curriculum level of materials. Collections of actual work samples and tests will provide information relating to the instructional adjustments. Teachers of the above specified children at ages 9, 12, and 15 will be surveyed relative to the types of adjustments made on behalf of the children.

An analysis of the relationship between teacher's subjective judgement of children and appraisal practices will be carried out by using statements from teacher referrals delineating learner attributes. These will be coded into behavioral or task only terms (e.g., does not provide the correct oral response to written words) for separate content listings (e.g., science). Summary analyses will be undertaken. It will be possible to examine teacher judgments of learner performance across ages and handicapping condition and to differentiate the effects of content or knowledge upon task or behavior. Specific attributes specified in the teacher referral across the tests and other instruments utilized in formal appraisal will be tracked. The technique requires an analysis of the interaction that takes place between examiner and child across each item or each set of items in the appraisal process. These are coded to over 100 major instruments and to some 1,000 subtests within these. The study will make a comparison between quality of performance and quantity, the latter being scores obtained on instruments during appraisal. Two approaches will be employed. The first will involve 30 mildly retarded and 30 learning disabled children with standardized reading scores at or above the second grade level. A sequence of science readings will be selected at each grade level from first through about fourth or fifth. This will establish a basal level and a ceiling. Each reading will be 100 words in length and the child will be requested to read each from the beginning through a level at which 20 percent or more errors are made. Comparisons will then be made between quality of performance (i.e., the number of words correctly read; the number of questions actually answered; the number of words defined within the context of the paragraph) and placement level of the standardized test. The second approach will be to contrast the types of reading rules (e.g., effect of two consonants together on pronunciation) in both the standardized test and the content reading.

An analysis of the success/failure/status of the child will be carried out by two procedures The first procedure will involve the collection of school marks, pupil progression status and the results of State tests on the 100 children at each grade level who comprise the historical sample. The results of these will be compiled and analyzed to determine degrees of success or failure. Three samples of school work will be collected. These will consist of any written classroom assignments for Wednesday and Friday of a six week period in the fall of the year. The subjects for this

will include the children at three different age levels. This will include homework assignments that are handed in on those days and any tests administered by the teachers. All additional data such as school marks, progression, and State test results will be included.

Texas Education Agency

"State Education Agency/Federal Evaluation Studies Program"

Project Director: Helen Ferguson

Cost: Federal Share: $ 115,887

SEA Share: $ 77,258

Total: $ 193,145

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The Texas Education Agency will conduct an evaluation in two areas: (1) evaluation of the referral process involving students who are experiencing learning problems and who are not succeeding in the regular instructional program, including the formative process that occurs before a teacher decides that a student cannot be taught in the regular classroom program and from which emerges a teacher's judgements about the student's teachability, and (2) evaluation of the appropriateness, technical adequacy, and validity of current assessment practices in relation to decisions about eligibility, intervention, and placement of ED students in various program options.

The evaluation will consist of three studies. The first is a validation study of a teacher questionnaire to be used as a screening device for students referred for comprehensive assessment as being possibly learning disabled. The Texas Education Agency Task Force on Emotional Disturbance has developed three approaches to the identification of emotional disturbance based on the DSM-III, a clarification document for the definition of emotional disturbance found in 34 CFR 300.5(b)(8), and a behavioral systems approach that uses a behavioral evaluation scale. The second study of this project is a preliminary study of the technical adequacy of these three different approaches. Respondents to the study consist of both private consultants and school district employees. The respondents will analyze case studies of students currently identified and served under another handicapping condition, and students assessed and found to be ineligible for the following purposes:

(1) to assess the technical adequacy of the DSM-III's ability to identify emotionally disturbed students reliably (i.e., interrespondent agreement with diagnoses and determinations of emotional disturbance for selected case studies) and validity (i.e., agreement among respondents with original determinations of emotional disturbance for selected case studies);

(2) to determine any increased costs and related benefits associated with the use of the DSM-III in the identification of emotionally disturbed students; and

(3) to determine whether a teacher rating scale based on behaviorally defined criteria, such as the Behavior Evaluation Scale (BES) (McCarney et al., 1983), contributes significantly to the accuracy of identifying students as being emotionally disturbed.

The third study is to field-test the classification systems refined in the preliminary study, the DSM-III, behavioral systems criteria, and the Federal definition of emotional disturbance regarding (a) costs and efficiency, (b) reliability, and (c) validity; and to develop recommendations for the commissioners and boards of the Texas Education Agency and the Texas Department of Mental Health-Mental Retardation regarding the use of classification systems in the identification of emotionally disturbed students as eligible for special education instruction and related services.

Maryland State Department of Education

"An Evaluation of the Effectiveness of Services for Preschool Handicapped Children"

Project Director: Sheila Draper

Cost: Federal Share: $ 127,176

SEA Share: $ 111,022

Total: $ 238,198

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The proposed evaluation will provide information about the long- and short-term effectiveness of early intervention for handicapped preschoolers. Specifically, the outcomes of this project will be the answers to the following questions:

(1) What are the short- and long-term effects of early intervention for handicapped preschoolers aged birth to five?

(2) What kind of children make the most progress in intervention over the short- and long-term?

(3) What factors are associated with the greatest gains in intervention?

(4) Does participating in a preschool program have an impact on the handicapped child's family and is there a relationship between impact on the family and child progress?

(5) Are parents satisfied with their handicapped preschooler's program and how does parental satisfaction relate to child progress?

(6) Are educational services being provided to handicapped children in the most effective manner possible?

This Preschool Evaluation Project was initiated by the State of Maryland in September 1983, for the purpose of creating a longitudinal data base of handicapped preschoolers. Thus far, the Project has collected the following kinds of information on two cohorts of handicapped preschoolers who are new to special services in Montgomery County:

- developmental assessment prior to the initiation of special services;
- developmental assessment at the end of each school year;
- child demographic information;
- documentation of the type and quantity of services received;
- initial and end-of-the-year assessment of family characteristics; and
- parental satisfaction data.

In the first year of the project (1983-84), 124 handicapped preschoolers were pre- and post-tested. In the second year, another 350 new children were pre-tested. Two hundred and sixty-one of them, along with the first year's children were post-tested at the end of the school year. Major activities to be implemented through this current project will be continuation of the aforementioned data collection to answer the questions indicated; analysis of the data collected during the second school year of the project; addition of information on a third cohort of children to the data base; analysis of the three years of data to provide efficacy information; collection of cost data for four school years, and comparison of program effectiveness indicators with cost figures.

The evaluation is designed to be a longitudinal prospective study of children who receive special services before they start elementary school. The children's developmental status in seven areas is tested before they enter services and at the end of each school year until they reach their sixth birthday. These data will be analyzed using a technique called "value-added" analysis to see whether or not the children's growth exceeded that expected based on their preservice status. The extent of growth due to program participation will be analyzed by handicapping conditions to examine differential growth patterns among different types of children. Program factors will be related to extent of growth in a regression analysis to identify those circumstances under which children made the most gains. Changes in family characteristics and degree of parental satisfaction will be analyzed and are related to extent of child gain due to program participation by regression. Finally, the data on program effectiveness will be compared to the cost incurred to serve the children in the sample to determine whether or not handicapped preschoolers are being served in the most cost effective manner possible.

Maine Department of Education and Cultural Services

"Transition Programs for the Handicapped: Impact and Effectiveness"

Project Director: Richard Bartlett

Cost: Federal Share: $ 99,944

SEA Share: $ 75,725

Total: $ 175,669

Project Period: January 1, 1986 to June 30, 1987

Abstract:

The project will conduct a comprehensive, Statewide evaluation of transition programs and services. This activity will begin with the development of an evaluation system to be used by LEAs. Following the development of the system, 40 programs throughout the State will be evaluated. The local data will be aggregated to gain insight into the impact and effectiveness of transition programs in Maine.

Formation of a stakeholder group will be the first systematic activity. The beginning of such a group exists now in the "Secondary Transition Committee." Representatives from additional, diverse constituency groups will be assembled. This body will serve as a steering committee for the duration of the project. The committee will work to establish goals and objectives for transition programs throughout the State of Maine. Following the clear articulation and sequencing of program goals, project staff will develop evaluation questions to address these goals and objectives. With the assistance of the stakeholder committee, project staff will determine which sources can best provide information regarding the attainment of these goals. Appropriate instrumentation will then be developed. Such instrumentation will include surveys, structured interviews, record reviews, and standard review of relevant documentation. Following construction of appropriate evaluation instruments, a manual will be developed that will provide comprehensive instructions for the conduct of the evaluation. Issues such as sampling, data collection strategies, and data analysis procedures will be detailed.

Three representative LEAs will be selected as field test sites. In these sites the complete evaluation process will be followed in order to determine the effectiveness of the assessment, design, methodology, sampling techniques, data collection, analysis, and interpretation strategies. The evaluation manual and instruments will be revised with feedback from the field tests.

At this point, a sample of 40 LEAs will be asked to participate in the Statewide assessment of impact and effectiveness. A project staff member will be selected to assist with the evaluation in each LEA. Following the collection and analysis of data, the stakeholder committee will be reconvened to assist in the interpretation of results.

A final summary report will be developed that will provide results and recommendations on the impact and effectiveness of transition programs throughout the State of Maine.

Major components of the transition process to be evaluated are (1) the high school foundation; (2) transition without special services; (3) transition with time-limited services; (4) transition with ongoing services; and (5) the employment foundation.

Both process and product goals for transition programs will be identified, and evaluation questions will be derived from the goals.

Delaware Department of Public Instruction

"A Study of the Relationship of Education and Transition Factors to the Job Status of Mildly and Moderately Handicapped Students"

Project Director: Wilmer Wise

Cost: Federal Share: $ 89,035

SEA Share: $ 59,542

Total: $ 148,577

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The student sample will be composed of all mildly and moderately handicapped students (selected from Levels II-V of the Delaware Continuum of Services Model) who left the preparing schools in June 1985 under any one of three exit conditions: with diploma, with certificate of completion, or having reached maximum age allowed by law. The estimated number of students to be included in the study is 400. These students will have exited from all school types in operation in the State of Delaware: special schools, intensive learning centers, part-time vocational, full-time vocational, and comprehensive high schools.

Information will be obtained from a post-high school interview, and from student records and transcripts from three periods of time during high school, at exit from high school, and at six months after exit from high school. The project intends to describe the program choices and course-taking patterns for the class of 1985 students included in the study, and to establish the level of concentration of high school vocational preparation. Study variables relating to employment include (1) the intensity of the Special Education program to which the student was exposed; (2) the intensity (concentration) of the vocational education program to which the student was exposed; (3) successful completion of a high school driver's education course; (4) programs and course-taking patterns; and (5) method of exit.

The study will adequately describe major variables relating to job status, and will examine relationships between variables. Inclusion of data for three periods of time will support analysis of relationships between (1) personal and program variables and method of exit, (2) method of exit and work status variables, and (3) personal and program variables and work status variables.

. Information to be obtained on students will be comprehensive, in order to enhance interpretability of findings in light of rivaling hypotheses. Analyses designed to describe the status of these students and determine relationships will be designed to permit initial molar analyses for entering the data base dividing the sample consistent with definitions of mild and moderate. Second level analyses will utilize Federal definitions of categories. Finally, analyses will be designed which consider the heterogeneity within and between these categories. This latter analysis of students will facilitate the interpretation of data which will be confounded by student cognitive, behavioral, and emotional characteristics and intensity of service, program placement, courses taken, and job status.

Vermont State Department of Education

"SEA Evaluation Studies"

Project Director: Theodore Riggen

Cost: Federal Share: $ 106,844

SEA Share: $ 136,098

Total: $ 242,942

Project Period: October 1, 1985 to March 31, 1987

Abstract:

The proposed evaluation will develop and implement on a Statewide basis a system through which the impact and effectiveness of special education programs and service can be annually evaluated at local, regional, and State levels.

Vermont will develop and implement a special education cost accounting system that will give an accurate and full account of all local, State, Federal, and other expenditures for the education of handicapped children and youth. Measurement systems will be developed and implemented at the local educational level (superintendency) which will provide data allowing normative comparisons among superintendencies. The project will develop and implement an external evaluation procedure that will validate cost data and normative indicator measures and provide quality evaluation of special education. The result will affect local educational agency and State educational agency decision makers, insure reliability of cost data and normative indicator measures, and will promote special education programs of high quality. The project will develop a data management system that collects, stores, reduces, transmits, and reports evaluation data to decision-making groups and the public.

In order to achieve the development of a cost accounting system, project staff in consultation with local educators of special education will construct a list of special education expenditures that ought to be accounted for on an annual basis. Pencil and computer cost accounting systems will be developed with the goal of moving everyone toward computerized systems.

The data collection instruments and procedures will be studied by one or more CPA firms which have extensive experience in conducting school district audits. The CPAs will be asked to analyze the data gathering materials from a technical as well as a practical perspective.

All materials and procedures will then be field tested. An analysis will be made at this point of the amount of time involved in collecting and reporting the desired fiscal data.

The project will identify and field test many measurable indicators to evaluate special education, thereby determining the impact and effectiveness of special education. For the purposes of this project, these measurable variables are called "normative indicators." The normative indicators will address inputs, processes, and outputs of Vermont's special education programs. Prioritized normative indicators will be generated by Vermont's Special Education Evaluation Committee. Five local educational agencies, one from each of the five regions in Vermont, will be selected to implement measurement operations for each of the selected normative indicators. Project staff will then develop a manual that contains measurement operations and responsibilities, reliability procedures, timelines for data gathering, and formats and time lines for reporting data summaries. Local educational agencies will use the manual to collect and report data to local and State decision makers. The data will be compiled in normative form, reporting these to each local educational agency, as well as each local educational agency's reference point on each normative indicator relative to the overall State norms for that school year.

The project will use the Johnson-Godberry Special Education Program Definition Model as one of the key foundation blocks upon which to build this evaluation study. Quality indicators will be developed for the 18 Johnson-Godberry program elements and measurements systems for each set of quality indicators. A model will then be developed for external site visits to local educational agency special education programs to include procedures and instruments for the reliable assessment of each quality indicator. The external site visit model will be pilot tested in one local educational agency. Based on the results of the pilot test, a manual for external quality evaluation and validation of cost and normative indicator data will be created. About 12 local educational agencies per year will receive an external quality evaluation of cost and normative indicator data. This would insure that each Vermont local educational agency would undergo such evaluation and validation once every five years.

Given the evaluation and cost data generated by these activities, Vermont will develop and field test a data management system that collects, stores, reduces, transmits, and reports evaluation data to decision-making groups and the public. The framework for tracking the outcomes of external site visits using the quality indicators, the initial normative indicators, and the cost indicators provides the framework for a Management Information System which the project will develop.

APPENDIX E. SPECIAL EDUCATION PROGRAMS DATA NEEDS AND REPORTING ACTIVITIES

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SPECIAL EDUCATION PROGRAMS (SEP) DATA NEEDS AND REPORTING ACTIVITIES

This Appendix consists of three parts. The first provides an overview of the relationship between data needs and SEP reporting activities. The second, SEP Data Needs and Uses, outlines the relationships between SEP functions, data needs, data uses, quality criteria, and methods of maintaining data integrity. The final part, Evaluation and Reporting, describes the history of SEP evaluation efforts in relation to the implementation of the Education of the Handicapped Act (EHA) and discusses the plan to modify the evaluation framework as a result of the additional requirements imposed by P.L. 98-199, the Education of the Handicapped Act Amendments of 1983.

Overview

This provides an overview of the entire spectrum of SEP's data gathering and utilization procedures. As a result of an established set of data requirements, SEP gathers and uses data from monitoring, discretionary activities, Congressionally mandated studies, and State reports associated with EHA. These data are used for a variety of purposes within SEP.

The evaluation and reporting plan is a subset of the overall evaluation, reporting, and program development effort. The plan specifically addresses the evaluation and reporting requirements established by EHA. However, even though evaluation and reporting activities are a subset of a larger series of activities, they are the most prominent and widely known data gathering and reporting activity. As a result, and in light of its use of State reported data, the evaluation and reporting plan is described in this Appendix.

SEP Data Needs and Uses

SEP data gathering and utilization is driven by three primary functional responsibilities of the office. These functions--Evaluation, Reporting, and Project Management--and their relationships are presented below. As depicted in Figure 1, the functions are both independent and overlapping.

FIGURE 1

Evaluation

Activities designed to provide information on the implementation, effect, and impact of providing all handicapped children a free appropriate public education.

Program Management

Use of information to optimize program performance through the development of effective program strategies, priorities, and initiatives; document program needs; assist SEA's in implementation; and support policy clarification.

Reporting

Communication of legislatively mandated information for program accountibility and use for initiating, expanding, and improving special education and related services. In addition, the information reported is used to stimulate interagency coordination of services for preschool and transition services for handicapped individuals.

These functions are defined as follows:

Evaluation:	Activities designed to provide information on the implementation, effect, and impact of providing all handicapped children a free appropriate public education.
Reporting:	Communication of legislatively mandated information for program accountability and use for initiating, expanding, and improving special education and related services. In addition, the information reported is used to stimulate interagency coordination of services for preschool, and transition services for handicapped individuals.
Program Management:	Use of information to optimize program performance through the development of effective program strategies, initiatives, and priorities; document program needs; assist SEAs in implementation; and support policy clarification.

Data Needs

All functions are predicated upon the need to acquire and use information. The data needs associated with each function are depicted in Figure 2.

As a result of the functional responsibilities, three primary types of data needs arise:

1. Program Performance Data
2. Mandated Information
3. Program Development Data

Data Uses

The data obtained from the various sources depicted in Figure 2 are of two types. The first is unique to one of the three data needs and fulfills one of the uses indicated in Figure 3.

The other type is common core data, which falls in the intersection of the three SEP functions and serves multiple uses. State reported data--such as child count, personnel, and LRE--is an example of common core data. This information is used to evaluate the progress of implementation; is used for mandated reporting purposes; and is used to determine needs, develop technical assistance activities, and guide policy development. The multiple uses of the State reported data are shown in Figure 4. Common usage of this data is shown in Figure 5.

FIGURE 2

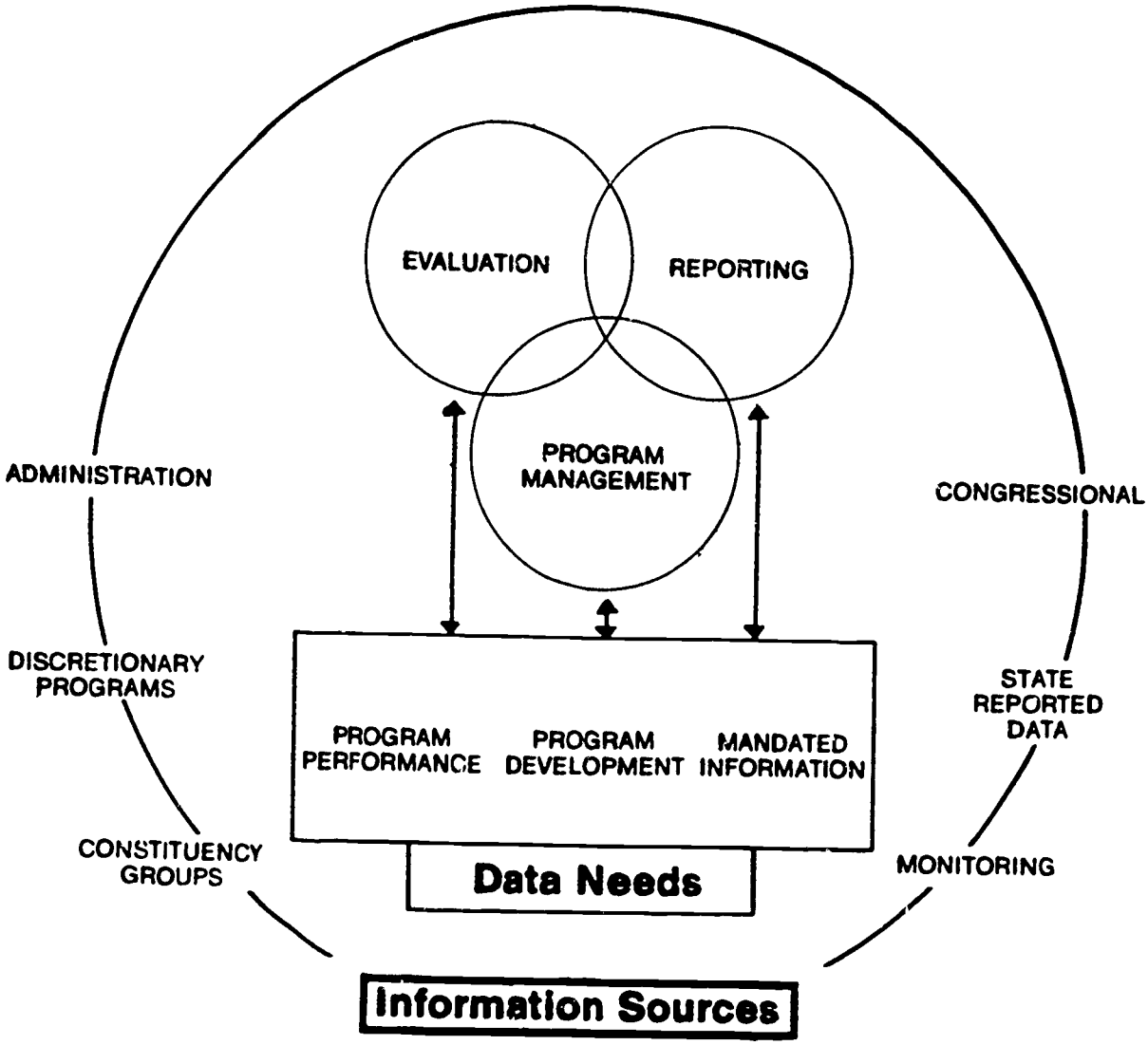

EVALUATION
REPORTING
PROGRAM MANAGEMENT
ADMINISTRATION
CONGRESSIONAL
DISCRETIONARY PROGRAMS
STATE REPORTED DATA
PROGRAM PERFORMANCE
PROGRAM DEVELOPMENT
MANDATED INFORMATION
CONSTITUENCY GROUPS
MONITORING
Data Needs
Information Sources

FIGURE 3

Need	Use
Program Performance	* implementation * impact * effect
Program Development	* program strategies, initiatives, and priorities * program needs * assistance and State review * policy development and clarification
Mandated Information	* accountability and distribution * stimulation

FIGURE 4

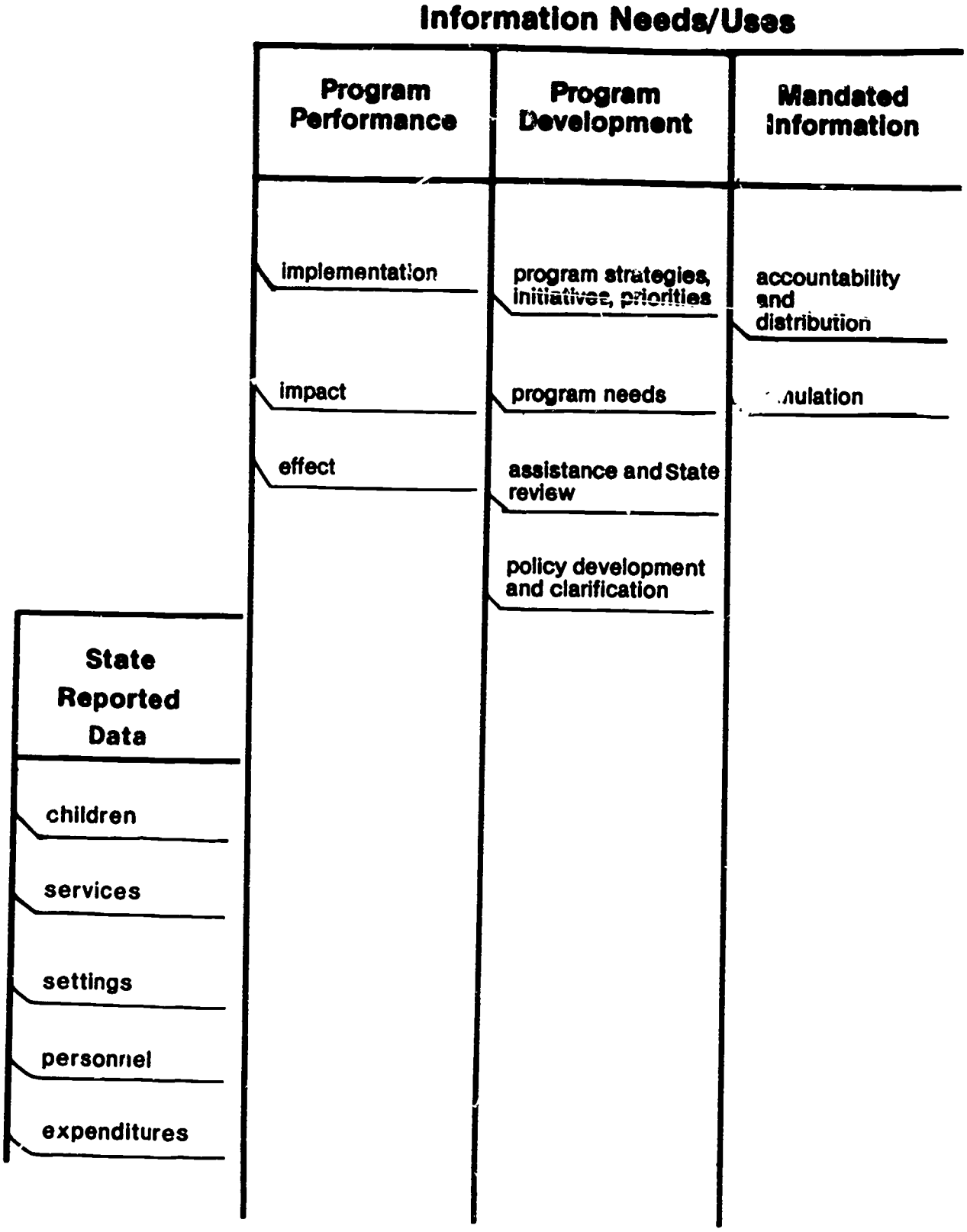
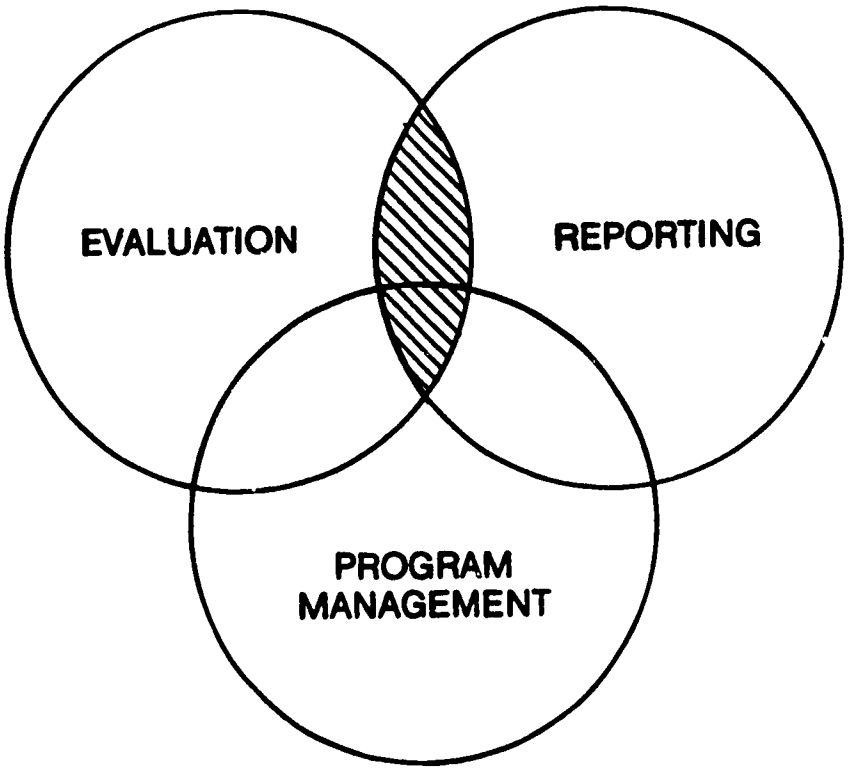

Information Needs/Uses
Program Performance
Program Development
Mandated Information
implementation
program strategies, initiatives, priorities
accountability and distribution
impact
program needs
effect
assistance and State review
policy development and clarification
State Reported Data
children
services
settings
personnel
expenditures

FIGURE 5

Common Data Usage



Quality of the Data

The quality of the data to be acquired must be assessed against several criteria in order to ensure its utility. The criteria are as follows:

- The data should be at a level of detail that is appropriate for its intended use.
- The cost, in response burden and fiscal resources, should be appropriate to the need for the data and its ultimate use.
- The data should be meaningful when aggregated.
- The data should be accurate--it should provide a valid and reliable representation of the event or status being measured.

Integrity of the Data

A continuous process of problem identification and resolution is required to maintain the integrity of the data, to insure that it is still needed and used as intended. Data acquisition and procedures are constantly reviewed for three types of potential problems:

- Content--the type and dimensions of the data elements required.
- Instructions/definitions--the directions for providing each data element and the way the concepts represented by the data elements are defined.
- Timing--the reporting period and submission dates.

The preceding sections have described SEP functions with respect to the acquisition and maintenance of high quality, high integrity data for the purposes of evaluation, reporting, and program management. The evaluation and reporting of the EHA data is discussed in the following section.

Evaluation and Reporting

This section describes and updates the evaluation plan for the implementation of the Education of the Handicapped Act, as amended. The Secretary of Education is required by Section 618 of EHA

(1) to assess progress in the implementation of this Act, the impact, and the effectiveness of State and local efforts to provide a free appropriate public education to all handicapped children and youth; and

(2) to provide Congress with information relevant to policymaking and provide Federal, State, and local educational agencies with information relevant to program management, administration, and effectiveness with respect to such education.

As a result of this requirement, SEP has developed a plan for evaluating, analyzing, and reporting on the implementation of EHA. This section describes the historical evolution of SEP's evaluation and reporting plan and the modifications required by the Education of the Handicapped Act Amendments of 1983.

Historical Evolution

Section 618 of EHA lists specific data requirements and special study topics mandated by Congress. The approach to responding to these concerns was developed by the BEH and a paper describing this approach was published in Appendix A of the First Annual Report to Congress on the Implementation of Public Law 94-142.

The evaluation plan includes a series of questions for which the Administration and the Congress must have answers. The questions are related both to the evaluation requirements of the Act and to the Congressional findings which led to the Act. The six questions are as follows:

1. Are the beneficiaries being served?

2. In what settings are the beneficiaries being served?

3. What services are being provided to the beneficiaries?

4. What are the consequences of implementing the Act?

5. What administrative procedures are in place?

6. To what extent is the intent of the Act being met?

In addition to these questions, the Evaluation Plan enumerated a series of assumptions and decisions used to guide the formulation of studies relevant to the progress of implementing the Act. Finally, a table of the relationships between the Congressional findings and the evaluation questions, as well as the relationships between the evaluation requirements and the evaluation questions, was developed (Table A).

Reporting

Both the First Annual Report (1979) and the Second Annual Report (1980) used the six evaluation questions not only for directing the design of evaluation studies but also as the outline for reporting information to the Congress. Each of the questions served as a separate chapter heading. Experience with producing the first two annual reports indicated that the evaluation questions were effective in guiding the design of studies. However, they did not easily lend themselves to an efficient reporting format. Although the format allowed for a certain degree of consistency of reporting, it also tended to foster an unacceptable level of sameness and rigidity in the reporting process.

As a result, reports published in 1981, 1982, and 1983 experimented with a topical framework for reporting, although the same framework of six questions continued to be used to design the evaluation studies. Thus, greater flexibility in reporting was attained. However, the topical format produced another set of problems. Although flexible, the format did not provide a coherent method for reporting the data generated by the evaluation questions.

As a result, beginning with the Sixth Annual Report to Congress (1984), the four purposes of the Act were adopted as a guide to reporting. Therefore, the chapter headings of the reports since 1984 have been derived from the following four purposes of the Act:

1. To assure that all handicapped children receive a free appropriate public education.

2. To assure that the rights of handicapped children and their parents or guardians are protected.

3. To assist States and localities to provide for the education of all handicapped children.

4. To assess and assure the effectiveness of efforts to educate handicapped children.

The establishment of the four purposes of the Act as a format for reporting has allowed more logical and consistent reporting on the progress of implementing the Act and has opened the way for the inclusion of a variety of topical and categorical information about SEP discretionary projects and priorities. Again, the six questions remained as the framework for generating the data to be reported.

Modifications As a Result of P.L. 98-199

The Education of the Handicapped Act Amendments of 1983 (P.L. 98-199) revised and enlarged the evaluation and reporting requirements under EHA. As a result of these amendments, the Secretary of Education is responsible for obtaining and reporting more comprehensive information from State educational agencies on the implementation of EHA, certain special studies, the effectiveness and impact of discretionary programs, and an index of current discretionary projects.

SEP has undertaken a careful analysis of the new evaluation requirements in preparation for the Eighth Annual Report. Preliminary results from this analysis indicate no compelling reason to reformulate the six questions that have served as a guide to evaluating implementation; nor is there any persuasive reason to modify the reporting format. The table relating the evaluation requirements in the Act to the evaluation questions has been revised to reflect the new requirements established by the Amendments of 1983 and is attached as Table B.

TABLE A

Relationship Between Congressional Findings and Evaluation Questions

Congressional Findings	Evaluation Questions
1. There are more than 8 million handicapped children in the United States today;	How many children are being served? (1.C)
2. The special educational needs of such children are not being fully met;	What services are being provided to children? (3)
3. More than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;	To what extent is the intent of the Act being met? (6)
4. One million handicapped children in the United States are excluded entirely from the public school system and will not go through the educational process with their peers;	Are there eligible children who are not being served? (1.B.3) Where are children being served? (2)
5. There are many handicapped children throughout the United States participating in regular school programs whose handicaps prevent them from having a successful experience because their handicaps are undetected;	Are there eligible children who were never identified? (1.B.3.a)
6. Because of the lack of adequate services within the public school system, families are often forced to find services outside the public school system, often at a great distance from their residence and at their own expense;	Where are children being served? (2) Are there eligible children who are not being served? (1.B.3)

Table A (continued)

Congressional Findings	Evaluation Questions
	To what extent is the intent of the Act being met? (6)
7. Developments in the training of teachers and in diagnostic and instructional procedures and methods have advanced to the point that, given appropriate funding, State and local educational agencies can and will provide effective special education and related services to meet the needs of handicapped children;	What instructional services are provided? What personnel are available for instructional services? (3.C.) What services are provided by sources outside the local educational agencies, such as mental health clinics? (3.E)
8. State and local educational agencies have responsibility to provide education for all handicapped children, but present financial resources are inadequate to meet the special educational needs of children; and	What administrative procedures are in place? (5) What is the cost of special education and related services? (4.C.1) What is the cost of administration of special education and related services? (4.C.2) What resources are available for special education? (4.C.3)
9. It is in the national interest that the Federal Government assist State and local efforts to provide programs to meet the educational needs of handicapped children in order to assure equal protection under the Act.	

TABLE B

Relationship Between the Evaluation Requirements Established Under the Education of the Handicapped Act Amendments of 1983 (P.L. 98-199) and the Evaluation Questions

Section 618	Evaluation Questions
"Evaluation	
"(a) The Secretary shall directly or by grant, contract, or cooperative agreement, collect data and conduct studies, investigations, and evaluations-	Is the intent of the Act being met? (6)
"(1) to assess progress in the implementation of this Act, the impact, and the effectiveness of State and local efforts to provide free appropriate public education to all handicapped children and youth; and	What administrative structures are in place?
"(2) to provide Congress with information relevant to policymaking and provide Federal, State, and local educational agencies with information relevant to program management, administration, and effectiveness with respect to such education.	
"(b) in carrying out the responsibilities under this section, the Secretary, on at least an annual basis, shall obtain data concerning programs and projects assisted under this Act, and under other Federal laws relating to the education of handicapped children and youth, and such additional information, from State and local educational agencies and other appropriate sources, as is necessary for the implementation of this Act including-	
"(1) the number of handicapped children and youth in each State receiving a free appropriate public education (special education and related services) by disability category and by age group (3-5, 6-11, 12-17, and 18-21);	How many children are being served?

Table B (continued)

Section 618	Evaluation Questions
"(2) the number of handicapped children and youth in each State who are participating in regular educational programs, by disability category (consistent with the requirements of section 612(5)(B) and section 614(a)(1)(C)(iv), and the number of handicapped children and youth in separate classes, separate schools or facilities, or public or private residential facilities, or who have been otherwise removed from the regular education environment;	In what settings are the beneficiaries being served?
"(3) the number of handicapped children and youth exiting the educational system each year through program completion or otherwise, by disability category and age, and anticipated services for the next year;	
"(4) the amount of Federal, State, and local funds expended in each State specifically for special education and related services (which may be based upon a sampling of data from State agencies including State and local educational agencies);	What resources are available for special education?
"(5) The number and type of personnel that are employed in the provision of special education and related services to handicapped children and youth by disability category served, and the estimated number and type of additional personnel by disability category needed to adequately carry out the policy established by this Act; and	What instructional services are provided? What personnel are available for instructional services? (3.C) What related services are provided? What personnel are available for related services? (3.D)
"(6) a description of the special education and related services needed to fully implement the Act throughout each State, including estimates of the number of handicapped children and youth within each disability by age group (3-5, 6-11, 12-17, and 18-21) in need of improved services and the type of programs and services in need of improvement.	

Table B (continued)

Section 618	Evaluation Questions
"(c) The Secretary shall, by grant, contract, or cooperative agreement, provide for evaluation studies to determine the impact of this Act. Each such evaluation shall include recommendations for improvement of the programs under this Act. The Secretary shall, not later than July 1 of each year, submit to the appropriate committees of each House of the Congress and publish in the Federal Register proposed evaluation priorities for review and comment.	
"(d)(1) The Secretary is authorized to enter into cooperative agreements with State educational agencies to carry out studies to assess the impact and effectiveness of programs assisted under the Act.	What administrative procedures are in place? (5)
"(2) Such agreements shall-	What are the consequences of implementing the Act? (4)
"(A) provide for the payment of not to exceed 60 per centum of the total cost of studies conducted by a participating State educational agency to assess the impact and effectiveness of programs assisted under the Act; and	
"(B) be developed in consultation with the State Advisory Panel established under this Act, the local educational agencies, and others involved in or concerned with the education of handicapped children and youth.	
"(3) The Secretary shall provide technical assistance to participating State educational agencies in the implementation of the study design, analysis, and reporting procedures.	
"(4) In addition, the Secretary shall disseminate information from such studies to State educational agencies, and as appropriate, others involved in, or concerned with the education of handicapped children and youth.	

Table B (continued)

Section 618	Evaluation Questions
"(e)(1) At least one study shall be a longitudinal study of a sample of handicapped students, encompassing the full range of handicapping conditions, examining their educational progress while in special education and their occupational, educational, and independent living status after graduating from secondary school or otherwise leaving special education.	
"(2) At least one study shall focus on obtaining and compiling current information available through State educational agencies and local educational agencies and other service providers, regarding State and local expenditures for educational services for handicapped students (including special education and related services), and gather information needed in order to calculate a range of per pupil expenditures by handicapping condition.	What resources are available for special education? (4.C.3)
"(f)(1) Not later than one hundred and twenty days after the close of each fiscal year, the Secretary shall publish and disseminate an annual report on the progress being made toward the provision of a free appropriate public education to all handicapped children and youth. The annual report is to be transmitted to the appropriate committees of each House of Congress and the National Advisory Committee on the Education of Handicapped Children and Youth, and published and disseminated in sufficient quantities to the education community at large and to other interested parties.	
"(2) The Secretary shall include in each annual report-	
"(A) an index and summary of each evaluation activity and results of studies conducted under subsection (c);	
"(B) a computation and analysis of data gathered under subsection (b);	
"(C) a description of findings and determinations resulting from monitoring reviews of State implementation of part B of this Act;	What administrative procedures are in place? (5)

Table B (continued)

Section 618	Evaluation Questions
"(D) an analysis and evaluation of the participation of handicapped children and youth in vocational education programs and services;	
"(E) an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit to ensure that handicapped children and youth receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children and youth in day or residential facilities; and	What administrative procedures are in place? (5) In what settings are the beneficiaries being served? (2)
"(F) any recommendations for change in the provisions of this Act or any other Federal law providing support for the education of handicapped children and youth.	What are the consequences of implementing the Act? (4)
"(3) In the annual report for fiscal year 1985 (published in 1986) and for every third year thereafter, the Secretary shall include in the annual report-	
"(A) an index of all current projects funded under parts C through F of this Act; and	
"(B) data reported under sections 621, 622, 623, 627, 634, 641, and 653.	To what extent is the intent of the Act being met? (6)

APPENDIX F. DEAF-BLIND COUNT (RECONCILIATION)

ERIC

DEAF-BLIND COUNT (RECONCILIATION)

Background Information

The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, requires the Secretary of Education to annually collect and analyze data from grantees receiving funds under Section 622, "Services for Deaf-Blind Children and Youth" program. Data collection is specifically required by the following legislation:

> "(c)(1) Programs supported under this secction shall report annually to the Secretary on (A) the numbers of deaf-blind children and youth served by age, severity, and nature of deaf-blindness; (B) the number of paraprofessionals, professionals, and family members directly served by each activity; and (C) the types of services provided." (P.L. 98-199, Part C, Section 622; 20 U.S.C. 1422)

To facilitate the transmission of this data, all grantees (public or nonprofit private agencies, institutions, or organizations) providing services to deaf-blind children and youth under Section 622 were requested to submit this information to SEP by September 30, 1985 on OMB Form 1820-0532. The regulations pertaining to this program (34 CFR 307.11 and 307.12) require each grantee to report data on all deaf-blind children and youth within the State in which the grantee is providing either direct service or technical assistance.

The new count of deaf-blind children and youth generated by this revised data collection process is an attempt to determine the total number of deaf-blind children and youth directly served by the grantees. Information from the data forms has been compared to the number of deaf-blind children and youth reported by the States under Part B of the Education for All Handicapped Children Act and subpart 2 of Part B, Title I of the Elementary and Secondary Education Act of 1965 (as modified by Chapter 1 of the Education Consolidation and Improvement Act of 1981). This comparison is also required by P.L. 98-199:

"The Secretary shall examine the number of deaf-blind children and youth (A) reported under subparagraph (c)(1)(A) and by the States; (B) served by the programs under part B of this Act and subpart 2 of part B, title I, of the Elementary and Secondary Act of 1965 (as modified by chapter 1 of the Education Consolidation and Improvement Act of 1981); and (C) the Deaf-Blind Registry of each State. The Secretary shall revise the count of deaf-blind children and youth to reflect the most accurate count." (P.L. 98-199, Part C, Section 622; 20 U.S.C. 1422)

The results of this survey indicate that the State coordinators had difficulty in providing all of the necessary information. There are several reasons for this difficulty. One problem was the shortness of time between the mailing of the forms and the date by which they had to be returned to SEP, which did not allow enough time for the State coordinators to obtain information not readily available. Completed data forms from Illinois and Guam were not received in time to be included in this analysis. A second difficulty was the misunderstanding on the part of the State coordinators as to the completion of the form. A third difficulty consists of the varying definitions of deaf-blind from State to State. In order to obtain more accurate and complete information, SEP has funded a technical assistance project that will work with the State coordinators to resolve these difficulties by the reporting date for FY 86, February 1.

Results of Survey

Table 1 is a summary of the counts of deaf-blind children and youth by age group. Two figures are particularly important. The count of 738 in the "Unknown" category is approximately 16.65 percent of the total population. Although this figure appears high, the actual number of children whose ages are unknown will decrease next year as the State oordinators become better able to locate accurate age information.

The second important figure is the count of 1,070 in the 18 through 21 age group which represents 29.85 percent of the children whose ages are known. If the population was equally distributed across all ages, approximately 18.2 percent is expected to fall within any four-year category. The disproportionately high number of youth in the 18 through 21 age group suggests that the children born deaf-blind because of the rubella epidemic of 1963-65 are now at the upper age range of mandated education. However, more complete data on the nature of deaf-blindness must be collected in future years before any definitive statement can be made about trends in this population.

Table 2 compares the number of deaf-blind children and youth reported under the combined child counts for EHA-B and ECIA State Operated Programs (SOP) with the number of children and youth being served in each State under Section 622. Most State coordinators report

more deaf-blind children and youth than are reported in the "Deaf-Blind" category for both EHA-B and ECIA (SOP). This is because many States report these children and youth in categories such as mentally retarded, multihandicapped, deaf, and blind.

In a few States, such as Alabama, Massachusetts, and South Dakota, more deaf-blind children and youth were reported in either the Part B or ECIA (SOP) child count than the State coordinators could account for. SEP will follow-up on tthese discrepancies. However, a possible explanation is that the child count information was not readily available to the State coordinators.

The number of children and youth reported under the column "Outyear/Unknown" are the children and youth who are outside the State's mandated age range and therefore are receiving services supported by Section 622 funds only. This number also includes those children for whom it is not known whether they are being supported under EHA-B or ECIA (SOP).

As previously mentioned, much information was missing from many complete forms submitted by States. Therefore, it is difficult to describe characteristics related to the "nature" and "severity" of this population. The effort to provide technical assistance to States participating in this program should improve their ability to provide the information necessary to describe these characteristics.

TABLE 1

Summary of Counts of Deaf-Blind Children and Youth
by Age Group

State	0-2	3-5	6-11	12-17	18-21	Unknown	Total
Alabama	7	6	38	26	45	0	122
Alaska	0	1	4	10	2	0	17
Arizona	7	9	18	18	8	0	60
Arkansas	4	16	13	17	13	0	63
California	2	14	48	48	49	76	237
Colorado	4	10	24	31	18	0	87
Connecticut	2	1	14	18	38	0	73
Delaware	3	9	9	8	6	1	36
District of Columbia	0	1	5	13	18	0	37
Florida	1	3	9	23	33	0	69
Georgia	2	1	20	30	39	2	94
Hawaii	0	2	8	12	6	0	28
Idaho	0	1	9	3	3	0	16
Illinois	*	*	*	*	*	*	*
Indiana	0	5	9	2	6	0	22
Iowa	0	0	9	18	13	0	40
Kansas	0	0	0	0	0	72	72
Kentucky	5	20	28	26	13	0	92
Louisiana	3	12	32	71	50	0	168
Maine	1	0	2	2	5	0	10
Maryland	1	5	7	20	28	0	61
Massachusetts	1	6	17	27	61	0	112
Michigan	2	7	36	25	37	0	107
Minnesota	2	17	3	15	16	2	55

* Information not presently available.

Table 1 (continued)

State	0-2	3-5	6-11	12-17	18-21	Unknown	Total
Mississippi	0	0	0	0	0	53	53
Missouri	6	36	53	41	20	0	156
Montana	0	0	0	0	0	33	33
Nebraska	0	3	40	28	12	0	83
Nevada	0	0	0	0	0	11	11
New Hampshire	0	12	5	3	6	0	26
New Jersey	0	0	0	0	0	183	183
New Mexico	3	2	15	18	15	1	54
New York	12	39	94	133	190	27	495
North Carolina	2	3	8	18	15	1	45
North Dakota	1	2	9	5	10	0	27
Ohio	0	0	0	0	0	33	33
Oklahoma	27	79	123	61	30	6	326
Oregon	5	14	23	35	30	0	107
Pennsylvania	2	4	18	39	47	3	113
Rhode Island	4	2	0	8	9	0	23
South Carolina	0	5	19	18	38	1	81
South Dakota	2	7	13	6	7	0	35
Tennessee	0	0	0	0	0	44	44
Texas	25	57	111	131	120	7	451
Utah	5	12	26	20	14	0	77
Vermont	1	2	0	1	7	0	11
Virginia	0	1	2	3	2	1	9
Washington	0	0	0	0	0	104	104
West Virginia	1	2	7	7	10	1	28
Wisconsin	0	0	0	0	0	40	40
Wyoming	0	0	0	0	0	21	21

Table 1 (continued)

State	0-2	3-5	6-11	12-17	18-21	Unknown	Total
American Samoa	0	0	2	2	0	0	4
Guam	*	*	*	*	*	*	*
Northern Marianas	0	2	0	0	1	0	3
Puerto Rico	9	10	19	13	13	1	65
Virgin Islands	0	0	0	0	0	14	14
TOTALS	152	440	949	1,051	1,103	738	4,433 1/

* Information not presently available.

1/ The total in the difference column does not include data from Illinois and Guam.

TABLE 2

Summary of Counts of Deaf-Blind Children and Youth
by Reporting Source and Funding Source

State	Child Count Report Part B	89-313	TTL	D/B Coordinators' Report Part B	89-313	Out-year/ Unknown	TTL	Diff
Alabama	26	26	52	17	20	85	122	70
Alaska	12	0	12	14	2	1	17	5
Arizona	0	0	0	4	3	53	60	60
Arkansas	2	9	11	13	50	0	63	52
California	162	5	167	161	24	52	237	70
Colorado	0	89	89	0	86	1	87	-2
Connecticut	3	1	4	0	73	0	73	69
Delaware	1	33	34	0	36	0	36	2
District of Columbia	2	33	35	0	35	2	37	2
Florida	28	19	47	40	29	0	69	22
Georgia	0	0	0	57	37	0	94	94
Hawaii	0	8	8	9	19	0	28	20
Idaho	1	28	29	4	12	0	16	-13
Illinois	0	106	106	*	*	*	*	*
Indiana	2	3	5	7	11	4	22	17
Iowa	14	37	51	12	28	0	40	-11
Kansas	24	45	69	18	54	0	72	3
Kentucky	38	10	48	37	35	20	92	44
Louisiana	14	20	34	30	117	21	168	134
Maine	1	3	4	0	0	10	10	6
Maryland	18	38	56	15	39	7	61	5

Table 2 (continued)

State	Child Count Report Part B	89-313	TTL	D/B Coordinators' Report Part B	89-313	Out-year/ Unknown	TTL	Diff
Massachusetts	57	16	73	22	60	30	112	39
Michigan	0	0	0	107	0	0	107	107
Minnesota	42	10	52	5	14	36	55	3
Mississippi	1	27	28	4	49	0	53	25
Missouri	84	0	84	135	21	0	156	72
Montana	19	15	34	17	10	6	33	-1
Nebraska	0	2	2	77	6	0	83	81
Nevada	0	0	0	0	11	0	11	11
New Hampshire	3	7	10	4	19	3	26	16
New Jersey	15	15	30	15	168	0	183	153
New Mexico	6	0	6	8	33	13	54	48
New York	49	87	136	141	340	14	495	359
North Carolina	4	24	28	14	14	17	45	17
North Dakota	1	26	27	0	27	0	27	0
Ohio	19	0	19	18	15	0	33	14
Oklahoma	36	8	44	305	21	0	326	282
Oregon	0	58	58	0	107	0	107	49
Pennsylvania	11	0	11	43	70	0	113	102
Rhode Island	8	4	12	7	12	4	23	11
South Carolina	6	0	6	25	53	3	81	75
South Dakota	16	12	28	4	31	0	35	7
Tennessee	18	11	29	18	26	0	44	15
Texas	70	51	121	132	313	6	451	330
Utah	33	4	37	39	26	12	77	40

Table 2 (continued)

State	Child Count Report Part B	89-313	TTL	Coordinators' Report Part B	89-313	Out-year/ Unknown	TTL	Diff
Vermont	1	5	6	0	11	0	11	5
Virginia	26	18	44	7	0	2	9	-25
Washington	7	36	43	43	61	0	104	61
West Virginia	6	26	32	0	0	28	28	-4
Wisconsin	14	19	33	8	32	0	40	7
Wyoming	2	4	6	12	3	6	21	15
American Samoa	0	0	0	0	4	0	4	4
Guam	0	5	5	*	*	*	*	*
Northern Marianas	0	0	0	3	0	0	3	3
Puerto Rico	88	0	88	0	0	65	65	-23
Virgin Islands	0	9	9	0	14	0	14	5
TOTALS	995	1023	2028	1651	2277	505	4433	2211 1/

1/ The total in the difference column does not include data from Illinois and Guam.

* Information not presently available.

APPENDIX G. DATA TABLES

ERIC

Table GA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	88,976	26,043	19,420	34,313	5,468	1,174	962	471	595	476	52
ALASKA	11,360	6,597	3,041	591	307	185	234	218	144	51	12
ARIZONA	52,198	26,027	11,558	5,666	5,145	1,130	927	672	663	410	0
ARKANSAS	48,043	21,476	9,749	14,329	469	609	609	310	235	246	11
CALIFORNIA	369,142	204,795	92,257	28,501	9,090	7,159	5,550	6,949	12,442	2,227	164
COLORADO	40,605	20,695	8,021	5,188	8,217	932	2,374	964	0	325	69
CONNECTICUT	65,478	29,076	13,004	5,611	13,471	867	937	324	941	743	4
DELAWARE	15,018	7,416	1,944	1,796	3,623	271	43	285	79	127	34
DISTRICT OF COLUMBIA	7,394	3,106	1,786	1,374	741	69	86	74	91	32	35
FLORIDA	165,302	61,062	50,679	27,317	19,179	2,037	0	2,060	1,987	714	47
GEORGIA	102,448	31,624	24,499	24,958	17,641	1,547	71	642	463	577	26
HAWAII	12,394	7,391	2,308	1,286	444	203	221	364	13	76	8
IDAHO	18,144	8,417	4,507	2,703	548	413	390	393	511	173	29
ILLINOIS	245,647	96,133	72,357	34,059	31,166	3,737	0	4,209	1,746	1,333	107
INDIANA	104,183	32,110	40,919	23,462	3,373	1,261	1,496	734	255	567	6
IOWA	57,500	22,045	14,227	12,206	5,945	964	606	1,044	8	242	51
KANSAS	41,419	16,461	11,902	6,196	4,193	663	636	558	369	256	69
KENTUCKY	74,901	21,974	25,940	20,119	2,666	914	1,452	601	659	526	48
LOUISIANA	81,379	37,054	21,734	12,755	3,994	1,675	1,199	641	1,575	518	34
MAINE	27,452	9,704	6,601	4,622	4,128	502	745	422	495	169	4
MARYLAND	90,462	46,667	25,388	7,317	4,055	1,438	3,113	620	826	762	56
MASSACHUSETTS	140,690	49,463	32,443	30,071	19,393	1,933	3,084	1,504	2,048	878	73
MICHIGAN	162,317	61,996	43,154	26,188	22,203	2,952	144	4,524	247	989	0
MINNESOTA	80,640	36,652	19,091	12,956	7,777	1,492	5	1,378	820	417	52
MISSISSIPPI	52,068	20,512	17,233	12,412	401	580	325	367	1	209	28
MISSOURI	96,570	39,342	29,730	18,353	7,511	960	755	633	677	325	64
MONTANA	15,930	7,644	4,875	1,549	697	261	426	121	149	174	34
NEBRASKA	30,273	12,094	9,051	5,096	2,362	451	429	612	0	174	2
NEVADA	14,067	7,625	3,163	953	915	132	483	250	290	56	0
NEW HAMPSHIRE	15,561	9,062	2,928	1,146	1,296	279	224	143	278	191	1
NEW JERSEY	166,982	68,594	60,492	18,064	14,720	1,662	8,489	919	923	1,169	30
NEW MEXICO	26,168	11,094	8,544	2,695	2,791	404	916	370	1,245	123	6
NEW YORK	289,320	131,180	36,939	33,009	45,463	5,166	10,623	3,967	20,915	1,960	136
NORTH CAROLINA	119,688	52,528	27,261	26,015	7,013	2,076	1,781	1,008	1,317	661	28
NORTH DAKOTA	11,941	5,131	3,960	1,823	389	197	0	228	120	66	27
OHIO	201,169	73,056	56,463	53,983	7,037	2,518	3,463	3,645	0	966	18
OKLAHOMA	65,093	27,941	20,606	12,025	1,123	876	1,474	441	250	311	44
OREGON	48,153	25,047	11,952	4,816	2,611	1,339	146	629	557	596	58
PENNSYLVANIA	196,779	69,771	59,834	43,350	16,601	3,653	0	2,008	0	1,553	9
PUERTO RICO	40,327	3,974	1,764	22,137	1,284	2,439	2,920	2,358	1,116	2,246	87
RHODE ISLAND	19,045	12,135	3,105	1,662	1,217	223	102	229	271	89	12
SOUTH CAROLINA	72,610	23,272	20,512	19,672	6,081	1,126	456	766	181	519	5
SOUTH DAKOTA	13,008	4,635	5,482	1,692	517	255	621	244	50	84	28
TENNESSEE	96,954	43,273	26,891	16,933	2,672	1,759	1,789	1,063	1,647	698	29
TEXAS	294,630	154,478	67,665	29,027	19,898	4,967	4,092	4,085	8,212	2,085	121
UTAH	41,809	14,439	8,587	3,650	11,894	841	1,400	370	239	352	37
VERMONT	10,256	3,793	3,049	2,378	406	187	161	108	118	52	4
VIRGINIA	103,374	43,886	30,652	14,766	7,521	1,540	2,774	632	379	1,780	44
WASHINGTON	67,859	34,327	14,392	8,783	3,659	1,363	1,916	1,182	1,836	360	41
WEST VIRGINIA	44,153	17,235	13,235	10,132	1,992	466	175	346	269	286	15
WISCONSIN	74,861	20,622	17,966	12,731	10,863	1,102	783	852	476	431	33
WYOMING	11,641	5,152	3,171	697	972	144	112	204	326	55	6
AMERICAN SAMOA	116	0	0	116	0	0	0	0	0	0	0
GUAM	1,995	652	216	834	55	37	128	36	5	27	5
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	135	9	6	64	11	2	26	7	5	2	9
BUR. OF INDIAN AFFAIRS	5,364	3,057	1,250	502	257	31	195	31	28	13	0
U.S. & INSULAR AREAS	4,363,031	1,839,292	1,129,417	717,785	373,207	71,230	71,780	58,835	69,118	30,375	1,992

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA2

NUMBER OF CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	68,015	26,043	19,420	34,166	5,276	727	962	471	595	309	26
ALASKA	8,574	5,132	2,347	290	266	129	165	169	34	30	12
ARIZONA	50,523	26,025	11,365	5,478	5,141	603	698	463	447	283	0
ARKANSAS	44,670	21,422	9,637	12,169	446	342	337	67	148	60	2
CALIFORNIA	366,367	204,767	92,248	27,262	8,695	6,355	5,264	6,949	12,442	2,226	159
COLORADO	42,692	23,534	7,695	3,427	7,954	755	1,427	629	0	271	0
CONNECTICUT	72,266	26,670	12,990	4,762	13,083	612	620	323	940	43	3
DELAWARE	11,355	6,323	1,695	949	2,231	62	23	34	26	11	1
DISTRICT OF COLUMBIA	3,400	1,372	1,632	169	114	49	6	11	22	1	2
FLORIDA	155,654	61,062	50,677	21,443	16,610	1,414	0	1,925	1,885	590	26
GEORGIA	99,444	31,798	24,363	24,192	16,620	916	6	756	340	452	5
HAWAII	11,601	7,351	2,307	1,064	379	237	154	236	4	67	0
IDAHO	17,776	6,416	4,507	2,731	536	264	326	368	511	72	1
ILLINOIS	206,024	91,130	70,718	22,462	19,154	1,550	0	1,245	1,247	517	1
INDIANA	96,273	31,699	40,333	19,173	2,926	676	570	344	29	316	3
IOWA	56,907	22,645	14,227	12,105	5,835	775	688	1,036	0	180	14
KANSAS	39,566	16,443	11,663	5,669	3,910	410	295	413	346	193	24
KENTUCKY	71,791	21,865	25,660	19,026	2,366	519	925	409	567	374	38
LOUISIANA	76,589	36,933	21,701	10,408	3,596	1,037	622	636	1,268	372	14
MAINE	26,056	9,715	6,564	4,152	3,789	369	556	397	412	161	1
MARYLAND	66,361	46,655	25,384	6,616	3,740	1,030	2,752	763	618	563	16
MASSACHUSETTS	125,971	44,196	29,012	26,909	17,348	1,724	2,757	1,341	1,840	787	57
MICHIGAN	150,573	61,969	43,154	16,645	20,342	2,739	91	4,524	0	889	0
MINNESOTA	80,142	36,652	19,091	12,777	7,663	1,336	0	1,376	820	383	42
MISSISSIPPI	50,679	20,512	17,068	11,951	399	319	191	315	0	103	1
MISSOURI	95,603	39,342	29,730	16,008	7,421	730	755	633	677	223	84
MONTANA	15,302	7,642	4,675	1,336	665	126	340	101	145	49	19
NEBRASKA	29,959	12,094	9,051	5,031	2,273	391	373	612	0	134	0
NEVADA	13,469	7,619	3,062	891	806	131	370	225	109	56	0
NEW HAMPSHIRE	14,136	6,862	2,666	782	1,135	9	136	105	239	1	1
NEW JERSEY	161,763	66,536	60,483	7,695	14,276	1,239	7,497	779	624	217	15
NEW MEXICO	27,766	11,094	6,544	2,676	2,720	262	763	358	1,245	78	6
NEW YORK	251,113	129,631	29,786	26,184	36,493	2,649	4,654	1,418	19,233	1,414	49
NORTH CAROLINA	116,001	52,464	27,246	25,930	6,408	1,271	997	904	1,194	463	4
NORTH DAKOTA	11,357	5,130	3,905	1,609	386	126	0	124	37	37	1
OHIO	192,087	73,056	56,463	45,512	6,399	2,367	3,463	3,645	0	844	18
OKLAHOMA	63,537	27,908	20,605	11,465	1,021	596	1,084	385	223	194	36
OREGON	42,397	24,968	11,900	1,903	2,163	270	0	631	449	113	0
PENNSYLVANIA	176,684	67,112	39,517	34,873	12,324	2,593	0	1,109	0	1,142	9
PUERTO RICO	39,197	3,973	1,764	21,299	1,230	2,416	2,861	2,220	1,101	2,226	87
RHODE ISLAND	16,159	12,093	3,064	1,196	1,159	174	33	187	159	36	6
SOUTH CAROLINA	71,531	23,183	20,508	19,140	6,049	947	277	764	181	457	5
SOUTH DAKOTA	12,453	4,031	5,462	1,515	440	170	541	159	39	60	16
TENNESSEE	97,556	43,240	28,691	16,544	2,517	1,420	1,642	1,056	1,629	597	18
TEXAS	282,762	154,132	67,274	25,373	19,372	963	3,480	3,762	6,685	1,631	70
UTAH	40,115	14,426	6,533	3,249	11,756	297	1,230	274	208	109	33
VERMONT	7,646	3,672	2,544	1,055	313	67	9	56	77	32	1
VIRGINIA	100,605	43,874	30,049	14,630	7,258	1,240	2,140	563	279	526	26
WASHINGTON	64,109	33,925	14,144	7,662	3,451	1,076	1,110	627	1,658	249	7
WEST VIRGINIA	42,520	17,156	13,061	9,568	1,821	324	0	273	112	197	6
WISCONSIN	72,436	29,573	17,605	11,736	10,694	876	624	642	389	283	14
WYOMING	9,671	5,056	2,535	739	908	96	0	119	183	33	2
AMERICAN SAMOA	116	0	0	116	0	0	0	0	0	0	0
GUAM	1,605	652	196	677	24	4	16	21	3	12	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	5,364	3,057	1,250	502	257	31	195	31	28	13	0
U.S. & INSULAR AREAS	4,113,312	1,816,274	1,110,713	622,677	330,408	48,081	54,063	47,511	61,849	20,749	987

DATA AS OF OCTOBER 1, 1985.

Table GA3

NUMBER OF CHILDREN 3-5 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	3,047	43	2,614	211	31	43	63	31	4	7	0
ALASKA	633	35	528	4	2	16	32	11	3	2	0
ARIZONA	2,086	87	1,535	250	26	40	65	51	1	31	0
ARKANSAS	2,473	58	2,086	131	4	45	80	26	31	12	0
CALIFORNIA	21,312	2,309	12,325	2,781	148	928	932	1,203	466	206	14
COLORADO	1,899	383	973	67	67	64	249	73	0	23	0
CONNECTICUT	3,503	299	2,506	200	175	89	111	43	74	6	0
DELAWARE	805	326	320	78	72	3	3	0	0	3	0
DISTRICT OF COLUMBIA	515	24	445	3	11	7	6	4	14	0	1
FLORIDA	7,307	149	5,568	679	231	218	0	279	125	56	2
GEORGIA	4,710	51	3,575	480	368	78	0	86	8	64	0
HAWAII	512	40	287	43	3	27	44	56	0	12	0
IDAHO	1,253	124	797	157	11	11	62	36	48	6	1
ILLINOIS	20,572	2,645	15,790	720	899	142	0	256	82	38	0
INDIANA	4,865	56	4,335	250	20	61	113	20	1	8	1
IOWA	5,497	141	3,464	1,205	202	126	84	247	0	27	1
KANSAS	2,488	108	1,879	218	43	66	42	61	26	35	10
KENTUCKY	4,005	31	3,604	194	16	30	53	30	27	18	2
LOUISIANA	6,072	454	4,051	736	52	182	186	128	194	45	4
MAINE	2,465	91	1,548	283	146	83	122	71	58	63	0
MARYLAND	5,930	249	4,211	368	52	132	468	200	193	49	3
MASSACHUSETTS	6,534	391	3,163	1,189	536	223	248	333	386	65	0
MICHIGAN	12,572	1,703	8,635	562	311	348	15	875	0	97	0
MINNESOTA	8,323	945	5,472	899	231	214	0	336	161	56	9
MISSISSIPPI	1,492	2	1,285	123	0	10	24	43	0	5	0
MISSOURI	6,449	479	5,047	239	196	54	285	68	34	13	34
MONTANA	1,565	109	1,272	71	5	22	46	20	13	4	3
NEBRASKA	2,761	165	1,926	280	40	47	105	175	0	23	0
NEVADA	799	142	475	27	4	18	111	14	0	8	0
NEW HAMPSHIRE	1,011	22	810	36	9	1	52	37	42	1	1
NEW JERSEY	12,180	389	7,972	109	50	67	3,537	38	6	10	2
NEW MEXICO	1,210	55	683	179	66	19	106	57	34	11	0
NEW YORK	7,243	721	4,326	331	464	168	216	123	792	86	16
NORTH CAROLINA	6,157	51	5,199	485	38	60	127	113	62	22	0
NORTH DAKOTA	948	71	723	81	6	23	0	27	10	6	1
OHIO	7,699	165	6,151	282	90	388	362	216	0	45	0
OKLAHOMA	5,703	142	4,516	257	15	131	454	105	38	33	12
OREGON	1,393	62	1,172	37	14	20	0	44	28	16	0
PENNSYLVANIA	8,535	468	6,824	707	141	193	0	138	0	64	0
PUERTO RICO	1,742	82	608	316	79	98	129	135	211	70	14
RHODE ISLAND	1,180	391	510	128	50	26	19	32	14	10	0
SOUTH CAROLINA	5,000	22	4,079	535	14	84	128	73	31	34	0
SOUTH DAKOTA	895	53	546	58	9	31	128	57	4	8	1
TENNESSEE	7,570	169	6,402	376	45	128	239	132	38	40	1
TEXAS	19,570	2,782	12,855	1,461	198	120	545	691	658	246	14
UTAH	2,364	269	1,324	183	223	23	254	47	25	8	8
VERMONT	478	16	417	35	1	4	0	3	1	1	0
VIRGINIA	9,798	1,240	6,925	581	191	150	488	129	34	57	3
WASHINGTON	4,990	217	3,342	676	122	168	184	187	64	30	0
WEST VIRGINIA	2,293	61	1,964	128	30	33	0	33	33	10	1
WISCONSIN	8,337	1,025	5,415	822	476	181	162	166	50	40	0
WYOMING	392	24	326	23	4	7	0	4	4	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	113	4	94	4	0	0	2	7	2	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	238	39	122	29	8	6	16	3	14	1	0
U.S. & INSULAR AREAS	259,483	20,219	183,021	20,307	6,245	5,456	10,697	7,373	4,149	1,231	159

DATA AS OF OCTOBER 1, 1985.

Table GA4

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	36,756	8,639	15,379	9,316	2,127	310	438	196	202	133	16
ALASKA	4,469	2,313	1,679	96	104	59	66	115	15	13	9
ARIZONA	24,517	10,986	8,967	1,797	1,892	245	281	160	55	114	0
ARKANSAS	20,701	6,654	6,662	4,537	209	160	134	29	65	30	1
CALIFORNIA	180,636	89,054	66,910	8,135	2,952	2,421	1,791	2,402	5,983	940	48
COLORADO	20,638	9,403	5,636	1,131	2,915	311	609	306	0	127	0
CONNECTICUT	27,120	12,037	9,125	1,232	3,675	234	259	137	415	15	0
DELAWARE	4,923	2,669	1,228	259	715	25	9	6	7	3	0
DISTRICT OF COLUMBIA	1,642	515	1,038	33	32	23	1	0	0	0	0
FLORIDA	79,369	27,411	34,901	7,299	7,686	551	0	633	400	276	12
GEORGIA	46,776	11,792	16,526	8,440	6,983	370	0	346	131	187	1
HAWAII	5,396	2,831	1,775	356	126	95	68	107	4	30	0
IDAHO	9,086	4,258	3,299	1,026	163	152	2	91	50	25	0
ILLINOIS	101,699	36,939	49,676	5,966	5,365	709	0	455	357	208	0
INDIANA	54,217	12,927	32,221	6,840	1,338	325	251	150	17	147	1
IOWA	25,604	6,539	10,090	3,977	1,940	320	211	448	0	74	5
KANSAS	20,497	7,076	9,309	2,129	1,229	167	167	198	114	78	8
KENTUCKY	37,164	7,940	20,371	6,569	926	279	482	193	189	185	30
LOUISIANA	31,456	11,664	14,429	2,676	1,198	434	210	261	423	159	2
MAINE	12,515	4,419	4,402	1,469	1,404	107	246	213	130	44	1
MARYLAND	40,246	16,476	16,644	1,703	1,033	405	1,155	261	250	206	11
MASSACHUSETTS	55,660	20,640	12,569	11,731	7,709	670	1,117	447	670	279	28
MICHIGAN	67,799	22,502	31,129	4,475	6,487	1,031	23	1,632	0	322	0
MINNESOTA	35,680	15,718	12,014	4,190	1,967	630	0	633	355	158	15
MISSISSIPPI	28,311	8,707	14,423	4,468	202	149	111	163	0	68	0
MISSOURI	46,370	16,962	22,049	5,189	2,679	348	246	389	185	99	24
MONTANA	7,777	3,365	3,347	474	247	58	127	51	55	26	7
NEBRASKA	14,523	4,775	6,576	1,743	816	148	170	233	0	62	0
NEVADA	6,731	3,481	2,312	364	350	42	91	45	25	21	0
NEW HAMPSHIRE	6,153	3,568	1,762	267	346	4	47	36	121	9	0
NEW JERSEY	91,890	27,698	46,527	1,682	3,111	497	1,676	292	122	83	2
NEW MEXICO	13,165	4,256	5,906	606	1,125	119	316	163	437	32	3
NEW YORK	104,037	51,855	20,657	7,521	12,502	1,009	1,796	513	7,671	499	14
NORTH CAROLINA	52,141	19,120	20,313	7,583	2,764	664	464	409	568	235	1
NORTH DAKOTA	6,168	2,344	2,940	574	154	67	0	56	15	18	0
OHIO	94,210	27,670	45,587	14,586	2,212	961	1,657	1,140	0	388	9
OKLAHOMA	32,990	11,683	15,296	4,145	476	250	453	177	87	109	20
OREGON	22,568	11,122	9,516	597	759	122	0	237	170	43	0
PENNSYLVANIA	67,525	24,499	46,673	10,223	4,045	1,071	0	368	0	442	4
PUERTO RICO	8,731	1,500	702	4,314	464	363	891	144	170	158	25
RHODE ISLAND	8,252	5,104	2,266	279	371	67	6	64	45	29	1
SOUTH CAROLINA	34,407	9,970	14,987	5,643	2,617	451	76	352	95	215	1
SOUTH DAKOTA	6,938	1,441	4,575	476	94	68	189	69	7	17	2
TENNESSEE	45,607	16,717	20,620	4,995	907	619	644	424	363	305	13
TEXAS	138,337	65,679	49,996	6,592	6,900	355	1,486	1,474	2,941	681	33
UTAH	24,390	6,636	6,937	1,366	6,521	176	461	119	90	45	15
VERMONT	4,162	1,733	1,823	394	90	36	4	28	40	12	0
VIRGINIA	43,171	20,548	11,504	5,982	3,382	509	699	208	116	221	8
WASHINGTON	30,098	13,856	10,058	2,727	1,219	480	436	397	818	106	1
WEST VIRGINIA	19,682	6,297	9,471	3,071	658	135	9	106	43	100	1
WISCONSIN	30,241	11,177	10,623	3,623	3,578	394	252	307	158	131	6
WYOMING	5,234	2,294	2,030	274	369	51	0	74	120	20	2
AMERICAN SAMOA	35	0	0	35	0	0	0	0	0	0	0
GUAM	682	264	91	266	14	0	13	10	0	4	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3,150	1,854	715	278	153	14	107	16	9	6	0
U.S. & INSULAR AREAS	1,954,664	747,819	798,887	198,325	119,538	19,424	20,129	17,945	24,289	7,930	380

DATA AS OF OCTOBER 1, 1985.

Table GA5

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	40,823	15,389	1,376	20,036	2,738	309	323	203	302	140	7
ALASKA	3,208	2,610	137	139	155	48	48	38	14	14	3
ARIZONA	21,735	13,983	866	2,667	3,012	279	284	190	340	114	0
ARKANSAS	19,669	11,804	649	6,657	227	108	112	28	46	38	0
CALIFORNIA	148,913	166,837	12,598	11,011	5,027	2,427	1,714	2,835	5,476	940	48
COLORADO	18,467	9,972	872	1,827	4,646	327	495	219	0	109	0
CONNECTICUT	27,391	15,151	1,304	2 328	7,645	225	200	110	407	18	3
DELAWARE	5,144	3,091	140	509	1,316	32	10	24	18	4	0
DISTRICT OF COLUMBIA	1,073	741	141	94	69	10	0	6	3	1	0
FLORIDA	63,287	31,245	10,224	10,852	8,221	517	0	675	1,228	234	11
GEORGIA	44,008	18,748	2,201	13,078	8,929	400	0	272	188	190	2
HAWAII	5,549	4,283	238	570	232	99	36	69	0	22	0
IDAHO	5,971	3,716	392	1,208	308	90	70	79	80	28	0
ILLINOIS	78,713	46,791	5,075	13,326	11,439	637	0	463	732	249	1
INDIANA	34,533	17,752	3,707	10,843	1,478	259	178	154	11	150	1
IOWA	23,079	12,368	653	5,682	3,446	297	263	300	0	64	6
KANSAS	15,284	8,767	471	2,958	2,459	146	64	138	199	78	4
KENTUCKY	27,931	12,981	1,676	10,759	1,397	175	301	169	321	149	3
LOUISIANA	34,607	22,687	3,059	5,252	2,168	341	172	217	562	144	5
MAINE	10,864	4,827	617	1,991	2,023	105	147	104	202	48	0
MARYLAND	37,337	25,623	4,263	3,141	2,263	353	934	223	263	272	2
MASSACHUSETTS	58,349	21,560	13,129	12,253	8,052	700	1,167	467	700	292	29
MICHIGAN	62,902	34,891	3,316	9,137	12,616	1,092	1	1,478	0	399	0
MINNESOTA	33,035	18,809	1,548	6,236	5,171	449	0	376	276	156	14
MISSISSIPPI	18,692	10,749	1,337	6,133	183	134	39	87	0	30	0
MISSOURI	37,409	20,400	2,549	9,888	4,056	285	179	306	421	104	21
MONTANA	5,384	3,821	247	625	390	42	140	24	70	17	8
NEBRASKA	11,429	6,636	534	2,452	1,349	169	69	176	0	44	0
NEVADA	5,538	3,994	269	416	440	58	92	162	80	27	0
NEW HAMPSHIRE	6,403	4,867	280	387	741	4	29	26	69	0	0
NEW JERSEY	60,966	37,503	5,789	4,314	10,053	550	1,669	372	602	108	6
NEW MEXICO	12,117	6,356	1,037	1,151	1,454	127	305	115	737	32	3
NEW YORK	125,556	70,947	4,681	14,036	21,455	1,245	2,108	654	9,684	728	18
NORTH CAROLINA	52,098	30,922	1,696	14,231	3,400	490	321	327	502	206	5
NORTH DAKOTA	3,854	2,550	237	764	217	32	0	33	9	12	0
OHIO	82,622	42,460	4,652	26,950	4,136	839	1,164	2,843	0	373	5
OKLAHOMA	23,100	15,206	772	6,044	507	181	157	94	90	46	3
OREGON	16,892	12,916	1,164	942	1,283	110	0	237	190	50	0
PENNSYLVANIA	73,526	38,807	5,640	19,447	7,464	1,160	0	437	0	566	5
PUERTO RICO	18,463	1,966	270	11,947	519	854	1,034	727	345	771	30
RHODE ISLAND	7,989	6,207	305	567	677	57	6	55	92	20	3
SOUTH CAROLINA	28,928	12,437	1,375	10,929	3,268	343	58	289	39	188	2
SOUTH DAKOTA	3,651	2,071	336	689	288	49	141	22	23	25	7
TENNESSEE	39,302	24,202	1,803	9,092	1,323	563	559	413	1,109	234	4
TEXAS	112,304	78,125	4,321	12,128	11,431	403	1,120	1,353	2,775	637	11
UTAH	12,470	5,355	264	1,485	4,778	89	341	94	86	51	7
VERMONT	2,969	1,796	291	554	263	43	4	22	36	19	1
VIRGINIA	43,172	20,548	11,505	5,982	3,382	508	699	289	110	220	9
WASHINGTON	26,634	18,604	732	3,491	2,012	374	375	222	712	107	5
WEST VIRGINIA	17,960	9,892	1,507	5,120	1,086	137	0	105	31	79	3
WISCONSIN	30,089	15,915	1,523	5,718	6,125	244	149	147	165	99	4
WYOMING	3,685	2,523	175	353	497	36	0	39	51	11	0
AMERICAN SAMOA	75	0	0	75	0	0	0	0	0	0	0
GUAM	759	353	11	373	10	3	1	2	1	5	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,701	999	385	149	83	9	58	9	5	4	0
U.S. & INSULAR AREAS	1,706,727	973,753	125,139	328,106	187,847	18,571	17,336	17,638	29,482	8,666	297

DATA AS OF OCTOBER 1, 1985.

Table GA6

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPNG CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	7,309	1,972	51	4,023	380	85	138	41	87	29	3
ALASKA	266	174	3	51	5	0	19	5	2	1	0
ARIZONA	2,185	989	17	764	211	39	68	42	51	24	0
ARKANSAS	1,827	906	20	844	0	29	11	4	6	0	1
CALIFORNIA	15,506	6,567	415	5,335	568	579	827	509	517	140	49
COLORADO	1,688	776	14	402	326	53	74	31	0	12	0
CONNECTICUT	4,252	1,383	55	1,022	1,588	04	59	33	44	4	0
DELAWARE	483	237	7	103	128	2	1	2	1	1	1
DISTRICT OF COLUMBIA	170	92	8	59	2	1	1	1	5	0	1
FLORIDA	5,971	2,277	184	2,613	472	128	0	138	132	24	3
GEORGIA	3,948	1,207	59	2,194	340	70	0	52	13	11	2
HAWAII	344	197	7	93	10	10	6	6	9	3	0
IDAHO	1,460	310	19	340	36	31	194	182	333	13	0
ILLINOIS	7,040	2,755	175	2,428	1,451	02	0	71	76	22	0
INDIANA	2,658	1,104	70	1,240	92	33	28	20	0	11	0
IOWA	2,727	997	20	1,241	247	32	130	43	0	15	2
KANSAS	1,299	490	4	564	179	11	22	16	9	2	2
KENTUCKY	2,671	913	29	1,484	49	35	89	[illegible]	30	22	3
LOUISIANA	4,454	2,088	162	1,744	100	00	54	30	89	24	3
MAINE	1,012	370	17	389	136	14	41	9	22	6	9
MARYLAND	4,848	2,307	266	1,406	392	60	195	79	107	34	2
MASSACHUSETTS	5,228	1,605	151	1,730	1,051	131	225	94	84	151	0
MICHIGAN	7,300	2,893	74	2,071	928	333	52	339	0	71	0
MINNESOTA	3,104	1,120	57	1,452	294	43	0	33	28	13	4
MISSISSIPPI	2,384	1,054	43	1,207	14	26	17	22	0	0	1
MISSOURI	3,575	1,501	85	1,492	290	43	45	70	37	7	5
MONTANA	576	321	9	168	23	6	27	6	7	2	1
NEBRASKA	1,246	518	15	556	68	27	29	28	0	5	0
NEVADA	401	202	6	84	12	13	76	4	4	9	9
NEW HAMPSHIRE	569	405	14	92	37	0	8	6	7	0	0
NEW JERSEY	6,727	2,948	195	1,799	1,062	125	415	77	94	16	5
NEW MEXICO	1,294	427	118	538	75	17	56	23	37	3	0
NEW YORK	14,277	5,508	124	4,296	2,972	427	534	128	1,086	101	1
NORTH CAROLINA	5,695	2,371	38	2,731	156	57	85	55	32	29	0
NORTH DAKOTA	387	165	5	190	11	4	6	8	3	1	0
OHIO	7,556	2,761	93	3,694	261	179	280	246	0	38	4
OKLAHOMA	1,744	877	21	739	29	34	20	9	8	6	1
OREGON	1,544	868	46	327	107	18	0	113	61	4	0
PENNSYLVANIA	9,098	3,338	180	4,496	674	174	0	166	9	70	0
PUERTO RICO	10,261	425	184	4,722	168	1,101	827	1,214	375	1,227	18
RHODE ISLAND	738	391	3	222	61	24	2	16	8	7	4
SOUTH CAROLINA	3,196	754	67	2,033	150	69	15	70	16	29	2
SOUTH DAKOTA	969	466	25	292	49	22	83	11	5	10	6
TENNESSEE	5,977	2,152	66	2,081	242	110	200	89	119	18	9
TEXAS	12,551	7,346	102	3,192	843	85	329	264	311	67	12
UTAH	891	166	8	273	234	7	174	14	7	5	3
VERMONT	237	127	13	72	19	2	1	3	0	9	0
VIRGINIA	4,464	1,538	115	2,085	363	73	254	37	25	28	6
WASHINGTON	2,387	1,248	12	768	98	54	115	21	64	6	1
WEST VIRGINIA	2,385	908	119	1,249	47	19	0	29	5	8	1
WISCONSIN	3,771	1,456	44	1,575	515	57	61	22	24	13	4
WYOMING	360	215	4	89	38	2	0	2	8	2	9
AMERICAN SAMOA	6	0	0	6	9	0	0	0	0	0	0
GUAM	51	11	9	34	9	1	0	2	0	3	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	275	165	28	48	13	2	14	3	0	2	0
U.S. & INSULAR AREAS	192,438	74,483	3,666	75,939	16,778	4,695	5,901	4,555	4,089	2,322	151

DATA AS OF OCTOBER 1, 1985.

Table GA7

NUMBER OF CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	901	0	0	127	192	447	0	0	0	109	26
ALASKA	2,766	1,405	004	301	41	36	09	49	110	21	0
ARIZONA	1,675	2	173	188	4	527	229	209	210	127	0
ARKANSAS	3,373	54	112	2,109	23	207	272	223	87	166	9
CALIFORNIA	2,775	20	9	1,239	395	804	294	0	0	1	5
COLORADO	4,113	181	320	1,701	203	177	947	335	0	54	69
CONNECTICUT	3,212	1,006	14	829	308	255	17	1	1	700	1
DELAWARE	3,663	1,093	249	047	792	200	20	251	53	110	33
DISTRICT OF COLUMBIA	3,994	1,734	154	1,165	027	20	70	03	09	31	33
FLORIDA	9,448	0	2	5,074	2,569	023	0	135	102	124	19
GEORGIA	7,004	26	130	786	1,021	029	71	80	123	125	21
HAWAII	593	40	1	222	65	46	07	120	9	9	8
IDAHO	368	1	0	32	10	120	02	5	0	101	28
ILLINOIS	37,623	5,003	1,039	12,307	12,012	2,107	0	2,964	499	810	106
INDIANA	7,910	211	580	4,209	445	503	920	390	226	251	3
IOWA	593	0	0	181	110	109	0	8	8	62	37
KANSAS	1,851	36	319	321	203	283	341	145	41	65	45
KENTUCKY	3,110	109	260	1,093	270	395	527	192	92	154	10
LOUISIANA	4,790	121	33	2,347	396	038	577	205	307	140	20
MAINE	1,396	49	17	470	419	133	189	25	03	8	3
MARYLAND	2,101	32	4	099	315	408	361	37	3	199	38
MASSACHUSETTS	14,919	5,267	3,431	3,102	2,045	205	327	103	200	91	10
MICHIGAN	11,744	7	0	9,343	1,061	213	53	0	247	20	6
MINNESOTA	498	0	0	179	114	150	5	0	0	34	10
MISSISSIPPI	1,189	0	145	461	2	201	134	52	1	106	27
MISSOURI	2,767	0	0	2,345	90	230	0	0	0	102	0
MONTANA	626	2	0	211	32	133	00	20	4	125	15
NEBRASKA	314	0	0	07	09	60	56	0	0	40	2
NEVADA	618	0	121	02	109	1	113	25	181	0	0
NEW HAMPSHIRE	1,425	220	62	364	103	201	88	38	39	190	0
NEW JERSEY	5,219	56	9	2,169	444	423	912	140	99	952	15
NEW MEXICO	402	0	0	19	71	122	133	12	0	45	0
NEW YORK	38,207	2,157	7,151	0,025	0,910	2,331	5,909	2,549	1,682	546	87
NORTH CAROLINA	3,687	64	15	965	605	005	764	104	123	178	24
NORTH DAKOTA	564	1	55	214	1	71	0	104	83	29	26
OHIO	9,082	0	9	8,471	330	151	0	0	0	122	0
OKLAHOMA	1,556	33	1	540	102	202	390	56	27	117	8
OREGON	5,756	79	52	2,913	648	1,009	140	190	108	483	58
PENNSYLVANIA	16,095	2,659	317	0,477	4,277	1,055	0	899	0	411	0
PUERTO RICO	1,130	1	0	030	54	23	39	138	17	20	0
RHODE ISLAND	886	42	21	496	58	49	69	42	112	23	4
SOUTH CAROLINA	1,070	89	4	532	32	179	179	2	0	62	0
SOUTH DAKOTA	555	4	0	177	77	05	80	85	11	24	12
TENNESSEE	1,396	33	0	389	355	339	147	5	18	161	11
TEXAS	12,068	346	591	3,054	520	4,004	612	303	1,527	454	51
UTAH	1,694	13	54	401	138	544	170	96	31	243	4
VERMONT	2,410	121	505	1,323	93	100	152	52	41	20	3
VIRGINIA	2,769	12	3	136	203	300	634	49	100	1,254	18
WASHINGTON	3,750	402	248	1,121	208	287	806	355	178	111	34
WEST VIRGINIA	1,633	77	174	564	171	142	175	73	157	91	9
WISCONSIN	2,423	49	361	993	169	226	159	210	89	148	19
WYOMING	1,370	96	636	158	64	48	112	85	145	22	4
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	390	0	20	157	31	33	112	15	2	15	5
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	135	9	6	64	11	2	26	7	5	2	9
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	249,719	23,018	18,704	95,198	42,799	23,149	17,717	11,324	7,269	9,626	1,005

DATA AS OF OCTOBER 1, 1985.

Table GA3

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ALL CONDITIONS

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	53,907	84,420	88,976	34,990	4,548	64.8	5.4
ALASKA	9,597	11,110	11,360	1,763	250	18.4	2.3
ARIZONA	43,045	51,679	52,198	9,153	519	21.3	1.0
ARKANSAS	28,487	48,723	48,043	19,557	-680	68.7	-1.4
CALIFORNIA	332,291	363,613	369,142	36,851	5,529	11.1	1.5
COLORADO	47,943	45,834	44,005	-1,138	1,171	-2.4	2.6
CONNECTICUT	62,085	65,426	65,478	3,394	52	5.5	0.1
DELAWARE	14,307	15,010	15,018	712	8	5.0	0.0
DISTRICT OF COLUMBIA	9,261	7,009	7,394	-1,867	385	-20.2	5.5
FLORIDA	117,257	158,653	165,302	48,045	6,649	41.0	4.2
GEORGIA	85,209	109,038	102,448	17,239	-6,590	20.2	-6.0
HAWAII	10,544	12,738	12,394	1,850	-344	17.5	-2.7
IDAHO	14,573	17,953	18,144	3,572	191	24.5	1.1
ILLINOIS	229,797	257,426	245,647	15,851	-11,779	6.9	-4.6
INDIANA	87,644	102,996	104,183	16,539	1,187	18.9	1.2
IOWA	51,055	56,534	57,500	6,445	966	12.6	1.7
KANSAS	37,623	42,907	41,419	3,797	-1,488	10.1	-3.5
KENTUCKY	57,057	74,492	74,901	17,844	409	31.3	0.5
LOUISIANA	86,989	85,732	81,379	-5,610	-4,353	-6.4	-5.1
MAINE	23,701	27,069	27,452	3,751	383	15.8	1.4
MARYLAND	84,184	90,668	90,462	6,279	-206	7.5	-0.2
MASSACHUSETTS	131,992	139,338	140,890	8,899	1,552	6.7	1.1
MICHIGAN	153,113	158,293	162,317	9,205	4,024	6.0	2.5
MINNESOTA	72,136	78,916	80,640	8,505	1,724	11.8	2.2
MISSISSIPPI	29,219	51,688	52,068	22,850	380	78.2	0.7
MISSOURI	94,387	99,141	98,570	4,183	-571	4.4	-0.6
MONTANA	8,610	15,480	15,930	7,321	450	85.0	2.9
NEBRASKA	25,270	30,375	30,273	5,003	-102	19.8	-0.3
NEVADA	11,133	13,557	14,087	2,954	530	26.5	3.9
NEW HAMPSHIRE	9,916	15,233	15,561	5,645	328	56.9	2.2
NEW JERSEY	145,077	165,622	166,982	21,905	1,360	15.1	0.8
NEW MEXICO	15,149	27,125	28,188	13,039	1,063	86.1	3.9
NEW YORK	240,250	280,857	289,320	49,070	8,463	26.4	3.0
NORTH CAROLINA	98,935	121,755	119,688	21,653	-2,067	22.1	-1.7
NORTH DAKOTA	8,976	11,569	11,941	2,965	372	33.0	3.2
OHIO	168,314	201,150	201,169	32,855	19	19.5	0.0
OKLAHOMA	44,181	65,401	65,093	20,913	-308	47.3	-0.5
OREGON	37,258	46,872	48,153	10,895	1,281	29.2	2.7
PENNSYLVANIA	206,792	196,442	196,779	-10,013	337	-4.8	0.2
PUERTO RICO	11,200	35,153	40,327	29,127	5,174	260.1	14.7
RHODE ISLAND	15,971	18,354	19,645	3,075	691	19.3	3.8
SOUTH CAROLINA	72,357	72,452	72,610	254	158	0.4	0.2
SOUTH DAKOTA	9,935	11,870	13,008	3,072	1,138	30.9	9.6
TENNESSEE	99,251	103,867	98,954	-297	-4,913	-0.3	-4.7
TEXAS	233,552	295,637	294,830	61,278	-807	26.2	-0.3
UTAH	37,204	41,144	41,809	4,606	665	12.4	1.6
VERMONT	6,382	9,880	10,256	3,875	376	60.7	3.8
VIRGINIA	77,616	102,556	103,374	25,759	818	33.2	0.8
WASHINGTON	57,705	66,855	67,859	10,154	1,004	17.6	1.5
WEST VIRGINIA	30,135	42,796	44,153	14,018	1,357	46.5	3.2
WISCONSIN	58,019	73,823	74,861	16,842	1,038	29.0	1.4
WYOMING	7,261	11,511	11,041	3,781	-470	52.1	-4.1
AMERICAN SAMOA	139	428	116	-23	-312	-16.2	-72.9
GUAM	2,597	2,065	1,995	-602	-70	-23.2	-3.4
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	1,120	0	-	-	-	-	-
VIRGIN ISLANDS	1,712	123	135	-1,577	12	-92.1	9.8
BUR. OF INDIAN AFFAIRS	-	5,225	5,364	-	139	-	2.7
U.S. & INSULAR AREAS	3,708,588	4,341,399	4,363,031	654,443	21,632	17.6	0.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

LEARNING DISABLED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	5,436	24,201	26,043	20,607	1,842	379.1	7.6
ALASKA	3,927	6,413	6,597	2,671	184	68.0	2.9
ARIZONA	17,214	25,072	26,027	8,813	155	51.2	0.6
ARKANSAS	5,072	20,593	21,476	16,405	883	323.5	4.3
CALIFORNIA	74,484	201,585	204,795	130,392	3,210	175.2	1.6
COLORADO	16,661	26,210	20,695	4,035	485	24.2	2.4
CONNECTICUT	19,291	30,003	29,876	10,676	-127	55.6	-0.4
DELAWARE	4,392	7,115	7,416	3,025	301	68.9	4.2
DISTRICT OF COLUMBIA	1,661	2,937	3,106	1,446	169	87.1	5.8
FLORIDA	31,859	58,351	61,082	29,233	2,731	91.8	4.7
GEORGIA	15,744	35,071	31,824	16,081	-3,247	102.1	-9.3
HAWAII	4,880	7,812	7,391	2,511	-421	51.5	-5.4
IDAHO	5,604	8,488	8,417	2,814	-71	50.2	-0.8
ILLINOIS	53,328	96,218	96,133	42,806	-85	80.3	-0.1
INDIANA	5,422	30,095	32,110	26,688	2,015	492.2	6.7
IOWA	17,553	21,271	22,045	4,493	774	25.6	3.6
KANSAS	8,425	16,456	16,481	8,056	25	95.6	0.2
KENTUCKY	7,423	21,454	21,974	14,551	526	196.0	2.4
LOUISIANA	10,823	40,536	37,854	26,231	-3,482	242.4	-8.6
MAINE	7,261	9,465	9,764	2,504	299	34.5	3.2
MARYLAND	29,093	47,086	46,687	17,595	-399	60.5	-0.8
MASSACHUSETTS	18,542	50,245	49,463	30,922	-782	166.8	-1.6
MICHIGAN	28,143	56,907	61,996	33,854	3,089	120.3	5.2
MINNESOTA	21,456	35,641	36,852	15,196	1,611	70.8	2.8
MISSISSIPPI	2,748	18,487	20,512	17,764	2,105	646.4	11.4
MISSOURI	22,862	37,061	39,342	16,480	2,281	72.1	6.2
MONTANA	2,683	7,425	7,644	4,762	219	165.2	2.9
NEBRASKA	5,433	12,074	12,694	7,261	26	122.6	0.2
NEVADA	4,782	7,173	7,825	3,044	652	63.7	9.1
NEW HAMPSHIRE	3,091	8,881	9,002	5,991	221	193.8	2.5
NEW JERSEY	33,188	85,606	88,594	55,467	2,988	166.7	4.8
NEW MEXICO	6,175	12,064	11,094	4,920	-970	79.7	-8.6
NEW YORK	34,514	133,536	131,188	96,674	-2,348	280.1	-1.8
NORTH CAROLINA	17,097	52,013	52,528	34,832	515	196.8	1.0
NORTH DAKOTA	2,439	4,780	5,131	2,692	351	110.4	7.3
OHIO	32,399	72,476	73,056	40,657	580	125.5	0.8
OKLAHOMA	15,015	26,393	27,941	12,926	-452	86.1	-1.6
OREGON	11,146	24,506	25,047	13,901	541	124.7	2.2
PENNSYLVANIA	19,772	87,092	69,771	49,999	2,679	252.9	4.0
PUERTO RICO	1,012	2,055	3,974	2,963	1,919	292.9	93.4
RHODE ISLAND	4,620	11,883	12,135	7,515	252	162.7	2.1
SOUTH CAROLINA	10,821	22,462	23,272	12,452	810	115.1	3.6
SOUTH DAKOTA	1,196	4,006	4,035	2,840	29	237.5	0.7
TENNESSEE	35,243	43,373	43,273	8,031	-100	22.8	-0.2
TEXAS	50,890	155,707	154,478	103,588	-1,229	203.8	-0.8
UTAH	13,504	13,761	14,439	855	678	6.3	4.9
VERMONT	2,026	3,289	3,793	1,767	504	87.2	15.3
VIRGINIA	16,211	40,113	43,886	27,675	3,773	170.7	9.4
WASHINGTON	16,129	33,319	34,327	24,198	1,008	238.9	3.0
WEST VIRGINIA	5,743	15,730	17,235	11,492	1,505	200.1	9.6
WISCONSIN	14,378	29,462	29,622	15,244	160	106.0	0.5
WYOMING	3,064	5,422	5,152	2,089	-270	67.1	-3.0
AMERICAN SAMOA	37	0	0	-37	0	-100.0	-
GUAM	148	610	652	504	42	340.5	6.9
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	269	0	-	-	-	-	-
VIRGIN ISLANDS	178	0	9	-167	9	-94.9	-
BUR. OF INDIAN AFFAIRS	-	2,805	3,057	-	252	-	9.0
U.S. & INSULAR AREAS	797,213	1,811,489	1,839,292	1,042,080	27,803	130.7	1.5

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

SPEECH IMPAIRED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	14,096	17,268	19,420	5,325	2,152	37.8	12.5
ALASKA	1,844	2,957	3,041	1,197	84	64.9	2.8
ARIZONA	11,379	11,844	11,558	180	514	1.6	4.7
ARKANSAS	7,182	18,202	9,749	2,567	-453	35.7	-4.4
CALIFORNIA	127,817	90,130	92,257	-35,560	2,079	-27.8	2.3
COLORADO	13,169	7,821	8,021	-5,148	200	-39.1	2.6
CONNECTICUT	16,518	13,036	13,004	-3,514	-32	-21.3	-0.2
DELAWARE	3,395	1,894	1,944	-1,451	50	-42.7	2.6
DISTRICT OF COLUMBIA	2,498	1,633	1,786	-712	153	-28.5	9.4
FLORIDA	37,253	48,308	50,879	13,626	2,571	36.6	5.3
GEORGIA	23,322	25,301	24,499	1,177	-1,302	5.0	-5.0
HAWAII	2,452	2,284	2,308	-144	24	-5.9	1.1
IDAHO	3,282	4,418	4,507	1,225	88	37.3	2.0
ILLINOIS	80,274	75,735	72,357	-7,917	-3,378	-9.9	-4.5
INDIANA	48,759	41,428	40,919	-7,840	-507	-16.1	-1.2
IOWA	17,475	14,506	14,227	-3,248	-279	-18.6	-1.9
KANSAS	15,501	13,201	11,982	-3,519	-1,219	-22.7	-9.2
KENTUCKY	21,541	25,160	25,940	4,399	780	20.4	3.1
LOUISIANA	44,028	21,395	21,734	-22,294	339	-50.6	1.6
MAINE	5,973	6,447	6,601	628	154	10.5	2.4
MARYLAND	30,204	24,675	25,388	-4,896	713	-16.2	2.9
MASSACHUSETTS	35,077	32,043	32,443	-2,634	400	-7.5	1.2
MICHIGAN	67,464	43,160	43,154	-24,310	-6	-36.0	0.0
MINNESOTA	26,692	19,068	19,091	-7,601	23	-28.5	0.1
MISSISSIPPI	9,616	17,616	17,233	7,617	-383	79.2	-2.2
MISSOURI	36,290	31,919	29,730	-6,566	-2,189	-18.1	-6.9
MONTANA	2,491	4,753	4,875	2,385	122	95.7	2.6
NEBRASKA	10,331	8,796	9,051	-1,280	255	-12.4	2.9
NEVADA	3,127	3,136	3,183	57	45	1.8	1.4
NEW HAMPSHIRE	1,338	2,685	2,928	1,590	243	118.8	9.1
NEW JERSEY	68,945	60,170	60,492	-8,453	322	-12.3	0.5
NEW MEXICO	2,058	7,745	8,544	6,486	799	315.2	10.3
NEW YORK	61,549	39,877	36,939	-24,610	-2,938	-40.0	-7.4
NORTH CAROLINA	26,913	26,780	27,261	349	481	1.3	1.8
NORTH DAKOTA	3,923	3,903	3,960	37	57	0.9	1.5
OHIO	58,867	56,196	56,483	-2,384	287	-4.0	0.5
OKLAHOMA	14,136	20,351	20,608	6,471	255	45.8	1.3
OREGON	10,802	11,493	11,952	1,150	459	10.6	4.0
PENNSYLVANIA	99,213	60,619	59,834	-39,379	-785	-39.7	-1.3
PUERTO RICO	219	1,406	1,764	1,545	358	705.5	25.5
RHODE ISLAND	5,217	3,113	3,105	-2,112	-8	-40.5	-0.3
SOUTH CAROLINA	23,370	19,957	20,512	-2,858	555	-12.2	2.8
SOUTH DAKOTA	5,978	4,858	5,482	-496	624	-8.3	12.8
TENNESSEE	31,702	31,427	28,691	-2,811	-2,536	-8.9	-8.1
TEXAS	76,523	68,752	67,865	-10,658	-887	-13.6	-1.3
UTAH	9,632	9,054	8,587	1,955	-467	29.5	-5.2
VERMONT	1,765	2,564	3,049	1,285	485	72.8	18.9
VIRGINIA	29,693	30,903	30,052	359	-851	1.2	-2.8
WASHINGTON	24,655	14,170	14,392	-10,263	222	-41.6	1.6
WEST VIRGINIA	9,947	12,763	13,235	3,288	472	33.1	3.7
WISCONSIN	15,404	16,921	17,966	2,562	1,045	16.6	6.2
WYOMING	1,810	3,434	3,171	1,362	-263	75.2	-7.7
AMERICAN SAMOA	0	7	0	0	-7	-	-100.0
GUAM	481	264	216	-265	-48	-55.0	-18.2
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	77	0	-	-	-	-	-
VIRGIN ISLANDS	325	0	0	-325	0	-100.0	-
BUR. OF INDIAN AFFAIRS	-	1,274	1,250	-	-24	-	-1.9
U.S. & INSULAR AREAS	1,302,666	1,130,569	1,129,417	-173,249	-1,152	-13.3	-0.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MENTALLY RETARDED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	31,203	34,403	34,313	3,111	-90	10.0	-0.3
ALASKA	1,277	655	591	-686	-64	-53.7	-9.8
ARIZONA	8,608	5,740	5,666	-2,942	-82	-34.2	-1.4
ARKANSAS	14,674	15,122	14,329	-345	-793	-2.4	-5.2
CALIFORNIA	42,916	28,447	28,501	-14,415	54	-33.6	0.2
COLORADO	10,077	5,548	5,188	-4,889	-360	-48.5	-6.5
CONNECTICUT	10,132	5,724	5,611	-4,521	-113	-44.6	-2.0
DELAWARE	3,199	1,924	1,796	-1,403	-128	-43.9	-6.7
DISTRICT OF COLUMBIA	2,910	1,307	1,374	-1,544	67	-52.9	5.1
FLORIDA	34,311	27,445	27,317	-6,994	-128	-20.4	-0.5
GEORGIA	31,744	26,680	24,958	-6,786	-1,722	-21.4	-6.5
HAWAII	2,434	1,375	1,286	-1,148	-89	-47.2	-6.5
IDAHO	3,567	2,952	2,763	-804	-189	-22.5	-6.4
ILLINOIS	48,974	42,905	34,659	-14,115	-8,126	-28.8	-16.9
INDIANA	27,784	24,010	23,462	-4,322	-548	-15.6	-2.3
IOWA	12,663	12,236	12,286	-377	50	-3.0	0.4
KANSAS	8,665	6,443	6,190	-2,475	-253	-28.6	-3.9
KENTUCKY	22,872	20,934	20,119	-2,753	-815	-12.0	-3.9
LOUISIANA	24,547	13,643	12,755	-11,792	-888	-48.0	-6.5
MAINE	5,664	4,894	4,622	-1,042	-272	-18.4	-5.6
MARYLAND	17,523	7,651	7,317	-10,206	-334	-58.2	-4.4
MASSACHUSETTS	34,972	29,742	30,671	-4,901	329	-14.0	1.1
MICHIGAN	34,715	26,036	26,188	-8,527	152	-24.6	0.6
MINNESOTA	15,140	13,296	12,956	-2,184	-340	-14.4	-2.6
MISSISSIPPI	15,487	13,772	12,412	-3,075	-1,360	-19.9	-9.9
MISSOURI	25,304	18,927	18,353	-6,951	-574	-27.5	-3.0
MONTANA	2,114	1,429	1,549	-565	120	-26.7	8.4
NEBRASKA	7,557	5,541	5,096	-2,459	-443	-32.5	-8.0
NEVADA	1,586	1,014	953	-633	-61	-39.9	-6.0
NEW HAMPSHIRE	2,720	1,326	1,146	-1,574	-180	-57.9	-13.6
NEW JERSEY	22,394	11,267	10,044	-12,330	-1,223	-55.1	-10.8
NEW MEXICO	4,519	2,553	2,695	-1,824	142	-46.4	5.6
NEW YORK	55,582	35,445	33,009	-22,573	-2,436	-40.6	-6.9
NORTH CAROLINA	46,334	29,617	26,015	-20,319	-3,602	-43.9	-12.2
NORTH DAKOTA	1,974	1,930	1,823	-151	-107	-7.6	-5.5
OHIO	67,626	55,647	53,983	-13,643	-1,664	-26.2	-3.0
OKLAHOMA	12,753	12,258	12,025	-728	-233	-5.7	-1.9
OREGON	7,697	4,556	4,816	-2,881	266	-37.4	5.7
PENNSYLVANIA	56,461	44,850	43,350	-13,111	-1,500	-23.2	-3.3
PUERTO RICO	8,132	21,375	22,137	14,006	762	172.2	3.6
RHODE ISLAND	2,463	1,446	1,662	-821	216	-33.1	14.9
SOUTH CAROLINA	29,944	21,171	19,672	-10,272	-1,499	-34.3	-7.1
SOUTH DAKOTA	1,787	1,562	1,692	-95	110	-5.3	7.0
TENNESSEE	23,019	18,889	16,933	-6,086	-1,956	-26.4	-10.4
TEXAS	47,568	29,417	29,027	-16,553	-390	-39.0	-1.3
UTAH	5,117	3,145	3,650	-1,467	505	-28.7	16.1
VERMONT	2,133	2,549	2,378	245	-171	11.5	-6.7
VIRGINIA	22,359	15,618	14,766	-7,593	-852	-34.0	-5.5
WASHINGTON	11,684	9,121	8,783	-2,901	-338	-24.8	-3.7
WEST VIRGINIA	11,963	10,600	10,132	-1,831	-468	-15.3	-4.4
WISCONSIN	19,187	13,369	12,731	-6,456	-629	-33.6	-4.7
WYOMING	1,197	961	897	-300	-64	-23.1	-6.7
AMERICAN SAMOA	71	354	116	45	-236	63.4	-67.2
GUAM	739	897	834	96	-63	12.9	-7.0
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	526	0	-	-	-	-	-
VIRGIN ISLANDS	954	78	64	-890	-14	-93.3	-17.9
BUR. OF INDIAN AFFAIRS	-	619	502	-	-117	-	-18.9
U.S. & INSULAR AREAS	969,547	750,534	717,785	-251,762	-32,749	-26.0	-4.4

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

EMOTIONALLY DISTURBED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	917	4,947	5,468	4,552	521	496.6	10.5
ALASKA	335	299	307	-28	8	-8.4	2.7
ARIZONA	3,665	5,330	5,145	1,481	-185	40.4	-3.5
ARKANSAS	240	630	469	229	-161	95.4	-25.6
CALIFORNIA	21,990	8,995	9,090	-12,900	95	-58.7	1.1
COLORADO	4,844	7,970	8,217	3,374	247	69.7	3.1
CONNECTICUT	10,381	13,176	13,471	3,090	295	29.8	2.2
DELAWARE	2,753	3,157	3,023	271	-134	9.8	-4.2
DISTRICT OF COLUMBIA	1,086	727	741	-345	14	-31.7	1.9
FLORIDA	7,584	17,984	19,179	11,596	1,195	152.9	6.6
GEORGIA	9,077	17,902	17,641	8,565	-261	94.4	-1.5
HAWAII	158	437	444	287	7	181.9	1.6
IDAHO	581	541	548	-33	7	-5.7	1.3
ILLINOIS	31,157	30,510	31,166	10	656	0.0	2.2
INDIANA	1,400	3,146	3,373	1,974	227	141.0	7.2
IOWA	1,757	5,395	5,945	4,188	550	238.4	10.2
KANSAS	1,980	4,111	4,193	2,213	82	111.8	2.0
KENTUCKY	1,534	2,437	2,666	1,133	229	73.9	9.4
LOUISIANA	3,499	4,131	3,994	496	-137	14.2	-3.3
MAINE	2,904	4,125	4,128	1,224	3	42.1	0.1
MARYLAND	3,767	4,104	4,055	268	-49	7.1	-1.2
MASSACHUSETTS	24,467	19,188	19,393	-5,074	205	-20.7	1.1
MICHIGAN	13,224	21,200	22,203	8,979	923	67.9	4.3
MINNESOTA	4,403	6,743	7,777	3,374	1,034	76.6	15.3
MISSISSIPPI	50	422	401	351	-21	702.0	-5.0
MISSOURI	5,359	7,363	7,511	2,152	148	40.2	2.0
MONTANA	317	775	697	381	-78	120.2	-10.1
NEBRASKA	977	2,247	2,362	1,385	115	141.8	5.1
NEVADA	548	873	915	367	42	37.0	4.8
NEW HAMPSHIRE	686	1,240	1,298	613	58	89.4	4.7
NEW JERSEY	11,758	15,076	14,720	2,962	-356	25.2	-2.4
NEW MEXICO	1,278	2,510	2,791	1,513	281	118.4	11.2
NEW YORK	46,948	45,197	45,403	-1,545	206	-3.3	0.5
NORTH CAROLINA	2,462	6,420	7,013	4,552	593	184.9	9.2
NORTH DAKOTA	206	368	389	183	21	88.8	5.7
OHIO	1,940	6,496	7,037	5,098	541	262.8	8.3
OKLAHOMA	462	1,154	1,123	662	-31	143.3	-2.7
OREGON	2,439	2,603	2,811	372	208	15.3	8.0
PENNSYLVANIA	9,791	16,322	16,601	6,811	279	69.6	1.7
PUERTO RICO	376	859	1,284	909	425	241.9	49.5
RHODE ISLAND	1,248	1,191	1,217	-31	26	-2.4	2.2
SOUTH CAROLINA	4,058	5,845	6,081	2,023	236	49.9	4.0
SOUTH DAKOTA	149	377	517	369	140	248.1	37.1
TENNESSEE	2,482	3,088	2,872	391	-216	15.7	-7.0
TEXAS	9,731	18,247	19,898	10,168	1,651	104.5	9.0
UTAH	10,280	11,878	11,894	1,615	16	15.7	0.1
VERMONT	127	352	406	280	54	220.9	15.3
VIRGINIA	3,689	7,024	7,521	3,832	497	103.9	7.1
WASHINGTON	5,891	3,686	3,659	-2,232	-27	-37.9	-0.7
WEST VIRGINIA	635	1,685	1,992	1,357	307	213.7	18.2
WISCONSIN	4,836	10,286	10,863	6,028	577	124.7	5.6
WYOMING	447	943	972	526	29	117.7	3.1
AMERICAN SAMOA	0	2	0	0	-2	-	-100.0
GUAM	23	59	55	33	-4	144.4	-6.8
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	95	0	-	-	-	-	-
VIRGIN ISLANDS	76	9	11	-65	2	-85.4	22.2
BUR. OF INDIAN AFFAIRS	-	211	257	-	46	-	21.8
U.S. & INSULAR AREAS	283,072	362,073	373,207	90,135	11,134	31.8	3.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

HARD OF HEARING & DEAF

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	924	1,115	1,174	281	59	27.1	5.3
ALASKA	482	182	165	-317	-17	-65.6	-9.3
ARIZONA	907	1,060	1,130	224	70	24.7	6.6
ARKANSAS	515	655	609	94	-46	18.3	-7.0
CALIFORNIA	7,124	7,178	7,159	35	-19	0.5	-0.3
COLORADO	1,181	993	932	-249	-61	-21.1	-6.1
CONNECTICUT	1,690	971	867	-1,023	-104	-54.1	-10.7
DELAWARE	168	319	271	104	-48	61.9	-15.0
DISTRICT OF COLUMBIA	278	75	69	-209	-6	-75.1	-8.0
FLORIDA	2,163	2,093	2,097	-120	34	-5.6	1.7
GEORGIA	2,249	1,678	1,547	-702	-131	-31.2	-7.8
HAWAII	335	300	283	-52	-17	-15.4	-5.7
IDAHO	421	441	413	-8	-28	-1.8	-6.3
ILLINOIS	4,349	4,163	3,737	-612	-426	-14.1	-10.2
INDIANA	1,660	1,336	1,261	-399	-75	-24.0	-5.6
IOWA	915	993	964	49	-29	5.4	-2.9
KANSAS	1,981	717	663	-1,318	-54	-66.5	-7.5
KENTUCKY	1,256	1,277	914	-342	-363	-27.2	-29.5
LOUISIANA	1,378	1,569	1,675	297	106	21.6	6.8
MAINE	593	431	502	-91	71	-15.3	16.5
MARYLAND	1,627	1,487	1,436	-189	-49	-11.6	-3.3
MASSACHUSETTS	6,736	1,999	1,933	-4,805	24	-71.3	1.3
MICHIGAN	3,101	3,216	2,952	-149	-264	-4.8	-8.2
MINNESOTA	1,574	1,664	1,492	-82	-172	-5.2	-10.3
MISSISSIPPI	801	575	580	-221	5	-27.5	0.9
MISSOURI	1,465	1,000	960	-505	-40	-34.4	-4.0
MONTANA	361	250	261	-100	11	-27.7	4.4
NEBRASKA	474	577	451	-23	-126	-4.9	-21.8
NEVADA	204	229	132	-72	-97	-35.1	-42.4
NEW HAMPSHIRE	432	356	270	-162	-86	-37.4	-24.6
NEW JERSEY	2,794	1,614	1,662	-1,132	-152	-40.5	-8.4
NEW MEXICO	422	458	404	-18	-54	-4.3	-11.8
NEW YORK	5,893	5,211	5,180	-713	-31	-12.1	-0.6
NORTH CAROLINA	2,336	2,201	2,076	-260	-125	-11.1	-5.7
NORTH DAKOTA	205	227	197	-8	-30	-3.9	-13.2
OHIO	2,779	2,644	2,518	-261	-126	-9.4	-4.8
OKLAHOMA	816	834	878	62	44	7.6	5.3
OREGON	1,265	1,355	1,339	75	-16	5.9	-1.2
PENNSYLVANIA	5,453	3,955	3,653	-1,800	-302	-33.0	-7.6
PUERTO RICO	991	2,062	2,439	1,449	357	146.2	17.1
RHODE ISLAND	356	227	223	-133	-4	-37.4	-1.6
SOUTH CAROLINA	1,613	1,199	1,126	-487	-73	-30.2	-6.1
SOUTH DAKOTA	248	249	255	7	6	2.8	2.4
TENNESSEE	2,176	2,035	1,759	-417	-276	-19.1	-13.6
TEXAS	6,421	5,213	4,967	-1,454	-246	-22.6	-4.7
UTAH	746	849	841	96	-8	12.8	-0.9
VERMONT	136	259	187	50	-72	36.0	-27.6
VIRGINIA	1,797	1,476	1,540	-257	64	-14.3	4.3
WASHINGTON	2,359	1,396	1,363	-996	-35	-42.2	-2.5
WEST VIRGINIA	576	462	466	-110	4	-19.1	0.9
WISCONSIN	1,267	1,134	1,102	-165	-32	-13.0	-2.6
WYOMING	185	141	144	-41	3	-22.2	2.1
AMERICAN SAMOA	24	19	0	-24	-19	-100.0	-100.0
GUAM	1,164	59	37	-1,127	-22	-96.8	-37.3
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	71	0	-	-	-	-	-
VIRGIN ISLANDS	117	0	2	-115	2	-98.3	-
BUR. OF INDIAN AFFAIRS	-	37	31	-	-6	-	-16.2
U.S. & INSULAR AREAS	69,743	74,279	71,230	-18,513	-3,049	-20.6	-4.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MULTIHANDICAPPED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	-	1,021	962	-	-59	-	-5.8
ALASKA	-	226	234	-	8	-	3.5
ARIZONA	-	928	927	-	-1	-	-0.1
ARKANSAS	-	650	609	-	-41	-	-6.3
CALIFORNIA	-	4,706	5,558	-	852	-	18.1
COLORADO	-	1,784	2,374	-	590	-	33.1
CONNECTICUT	-	585	637	-	52	-	8.9
DELAWARE	-	92	43	-	-49	-	-53.3
DISTRICT OF COLUMBIA	-	90	86	-	-4	-	-4.4
FLORIDA	-	0	0	-	0	-	-
GEORGIA	-	109	71	-	-38	-	-34.9
HAWAII	-	147	221	-	74	-	50.3
IDAHO	-	290	390	-	92	-	30.9
ILLINOIS	-	0	0	-	0	-	-
INDIANA	-	1,367	1,496	-	129	-	9.4
IOWA	-	719	688	-	-31	-	-4.3
KANSAS	-	759	636	-	-123	-	-16.2
KENTUCKY	-	1,425	1,452	-	27	-	1.9
LOUISIANA	-	1,299	1,199	-	-100	-	-7.7
MAINE	-	771	745	-	-26	-	-3.4
MARYLAND	-	3,455	3,113	-	-342	-	-9.9
MASSACHUSETTS	-	1,267	3,084	-	1,817	-	143.4
MICHIGAN	-	188	144	-	-44	-	-23.4
MINNESOTA	-	0	5	-	5	-	-
MISSISSIPPI	-	258	325	-	67	-	26.0
MISSOURI	-	638	755	-	117	-	18.3
MONTANA	-	396	426	-	30	-	7.6
NEBRASKA	-	389	429	-	40	-	10.3
NEVADA	-	382	483	-	101	-	26.4
NEW HAMPSHIRE	-	213	224	-	11	-	5.2
NEW JERSEY	-	8,483	8,409	-	-74	-	-0.9
NEW MEXICO	-	1,209	916	-	-293	-	-24.2
NEW YORK	-	7,944	10,623	-	2,679	-	33.7
NORTH CAROLINA	-	1,796	1,781	-	-15	-	-0.8
NORTH DAKOTA	-	23	0	-	-23	-	-100.0
OHIO	-	3,249	3,463	-	214	-	6.6
OKLAHOMA	-	1,407	1,474	-	67	-	4.8
OREGON	-	147	148	-	1	-	0.7
PENNSYLVANIA	-	0	0	-	0	-	-
PUERTO RICO	-	2,014	2,920	-	906	-	45.0
RHODE ISLAND	-	22	102	-	80	-	363.6
SOUTH CAROLINA	-	365	456	-	91	-	24.9
SOUTH DAKOTA	-	408	621	-	213	-	52.2
TENNESSEE	-	1,754	1,789	-	35	-	2.0
TEXAS	-	5,012	4,092	-	-920	-	-18.4
UTAH	-	1,536	1,400	-	-136	-	-8.9
VERMONT	-	182	161	-	-21	-	-11.5
VIRGINIA	-	4,124	2,774	-	-1,350	-	-32.7
WASHINGTON	-	1,893	1,916	-	23	-	1.2
WEST VIRGINIA	-	587	175	-	-412	-	-70.2
WISCONSIN	-	771	783	-	12	-	1.6
WYOMING	-	101	112	-	11	-	10.9
AMERICAN SAMOA	-	21	[illegible]	-	[illegible]	-	-100.0
GUAM	-	126	128	-	2	-	1.6
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	-	0	-	-	-	-	-
VIRGIN ISLANDS	-	25	26	-	1	-	4.0
BUR. OF INDIAN AFFAIRS	-	176	195	-	19	-	10.8
U.S. & INSULAR AREAS	-	67,537	71,780	-	4,243	-	6.3

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	602	405	471	-131	66	-21.6	16.3
ALASKA	104	222	218	115	-4	110.6	-1.8
ARIZONA	460	559	672	212	113	46.1	20.2
ARKANSAS	255	331	310	55	-21	21.6	-6.3
CALIFORNIA	26,757	7,175	6,949	-19,808	-226	-74.0	-3.1
COLORADO	1,560	922	964	-616	42	-39.0	4.6
CONNECTICUT	984	344	324	-660	-20	-67.1	-5.8
DELAWARE	303	259	285	-18	26	-5.9	10.0
DISTRICT OF COLUMBIA	194	39	74	-120	35	-61.9	89.7
FLORIDA	2,042	1,998	2,060	19	62	0.9	3.1
GEORGIA	692	864	842	151	-22	21.8	-2.5
HAWAII	194	289	364	171	75	88.1	26.0
IDAHO	611	281	393	-218	112	-35.6	39.9
ILLINOIS	3,451	4,407	4,209	759	-198	22.0	-4.5
INDIANA	837	821	734	-103	-87	-12.3	-10.6
IOWA	452	936	1,044	593	108	131.2	11.5
KANSAS	310	561	558	248	-3	80.0	-0.5
KENTUCKY	451	817	601	151	-216	33.4	-26.4
LOUISIANA	586	776	841	255	63	43.5	8.1
MAINE	378	421	422	44	1	11.6	0.2
MARYLAND	881	880	820	-61	-60	-6.9	-6.8
MASSACHUSETTS	5,905	1,479	1,504	-4,401	25	-74.5	1.7
MICHIGAN	3,772	4,429	4,524	752	95	19.9	2.1
MINNESOTA	939	1,281	1,378	439	97	46.8	7.6
MISSISSIPPI	140	374	367	228	-7	163.1	-1.9
MISSOURI	1,066	867	833	-233	26	-21.8	3.2
MONTANA	82	107	121	40	14	48.5	13.1
NEBRASKA	273	561	612	340	51	124.6	9.1
NEVADA	176	284	250	73	-34	40.8	-12.0
NEW HAMPSHIRE	241	157	143	-98	-14	-40.7	-8.9
NEW JERSEY	1,977	917	919	-1,058	2	-53.5	0.2
NEW MEXICO	450	353	370	-80	17	-17.8	4.8
NEW YORK	5,786	3,702	3,967	-1,819	265	-31.4	7.2
NORTH CAROLINA	943	911	1,008	65	97	6.9	10.6
NORTH DAKOTA	61	220	226	147	6	161.5	3.6
OHIO	2,729	3,451	3,645	916	194	33.6	5.6
OKLAHOMA	512	418	441	-71	23	-13.8	5.5
OREGON	850	899	829	-21	-70	-2.4	-7.8
PENNSYLVANIA	3,125	2,033	2,008	-1,117	-25	-35.7	-1.2
PUERTO RICO	210	563	2,358	2,149	1,795	1,025.5	318.8
RHODE ISLAND	181	235	229	48	-6	26.5	-2.6
SOUTH CAROLINA	923	723	786	-137	63	-14.8	8.7
SOUTH DAKOTA	207	227	244	38	17	18.2	7.5
TENNESSEE	1,297	1,118	1,063	-234	-55	-18.0	-4.9
TEXAS	8,091	3,979	4,085	-4,006	106	-49.5	2.7
UTAH	291	306	370	80	64	27.4	20.9
VERMONT	18	89	108	91	19	517.1	21.3
VIRGINIA	997	640	632	-365	-8	-36.6	-1.3
WASHINGTON	1,667	1,147	1,182	-465	35	-29.1	3.1
WEST VIRGINIA	490	381	346	-144	-35	-29.3	-9.2
WISCONSIN	1,331	826	852	-479	26	-36.0	3.1
WYOMING	97	185	204	108	19	111.4	10.3
AMERICAN SAMOA	0	15	0	0	-15	-	-100.0
GUAM	2	24	36	34	12	1,700.0	50.0
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	4	0	-	-	-	-	-
VIRGIN ISLANDS	42	0	7	-35	7	-83.3	-
BUR. OF INDIAN AFFAIRS	-	59	31	-	-28	-	-47.5
U.S. & INSULAR AREAS	87,008	56,209	56,835	-28,173	2,626	-32.4	4.7

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

OTHER HEALTH IMPAIRED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	435	575	595	160	20	36.8	3.5
ALASKA	1,547	84	144	-1,403	60	-90.7	71.4
ARIZONA	450	746	663	214	-83	47.5	-11.1
ARKANSAS	269	256	235	-34	-21	-12.5	-8.2
CALIFORNIA	28,164	12,845	12,442	-15,722	-403	-55.8	-3.1
COLORADO	8	0	0	-8	0	-100.0	-
CONNECTICUT	2,303	888	941	-1,362	53	-59.1	6.0
DELAWARE	19	85	79	61	-6	327.0	-7.1
DISTRICT OF COLUMBIA	506	110	91	-415	-19	-82.0	-17.3
FLORIDA	1,283	1,718	1,987	705	269	54.9	15.7
GEORGIA	1,553	352	463	-1,090	111	-70.2	31.5
HAWAII	48	3	13	-35	10	-72.8	333.3
IDAHO	140	368	511	372	143	266.3	38.9
ILLINOIS	6,635	1,885	1,746	-4,889	-139	-73.7	-7.4
INDIANA	1,134	222	255	-879	33	-77.5	14.9
IOWA	12	200	8	-4	-192	-33.3	-96.0
KANSAS	431	371	389	-42	18	-9.7	4.9
KENTUCKY	1,533	427	659	-874	232	-57.0	54.3
LOUISIANA	1,598	1,774	1,575	-23	-199	-1.4	-11.2
MAINE	706	356	495	-211	137	-29.9	38.3
MARYLAND	180	672	826	647	154	360.2	22.9
MASSACHUSETTS	3,807	2,015	2,048	-1,759	33	-46.2	1.6
MICHIGAN	1,382	178	247	-1,135	69	-82.1	38.8
MINNESOTA	1,363	779	820	-543	41	-39.8	5.3
MISSISSIPPI	203	4	1	-202	-3	-99.5	-75.0
MISSOURI	1,376	857	677	-699	-180	-50.8	-21.0
MONTANA	130	141	149	20	8	15.1	5.7
NEBRASKA	47	0	0	-47	0	-100.0	-
NEVADA	631	403	290	-341	-113	-54.0	-28.0
NEW HAMPSHIRE	1,135	284	278	-857	14	-75.5	5.3
NEW JERSEY	2,588	904	923	-1,665	19	-64.3	2.1
NEW MEXICO	51	81	1,245	1,194	1,164	2,341.2	1,437.0
NEW YORK	25,846	7,959	20,915	-4,931	12,956	-19.1	162.8
NORTH CAROLINA	503	1,281	1,317	814	36	161.8	2.8
NORTH DAKOTA	55	35	120	66	85	120.2	242.9
OHIO	801	0	0	-801	0	-100.0	-
OKLAHOMA	243	242	250	7	8	2.9	3.3
OREGON	2,530	574	557	-1,973	-17	-78.0	-3.0
PENNSYLVANIA	9,663	0	0	-9,663	0	-100.0	-
PUERTO RICO	86	1,970	1,118	1,033	-852	1,207.6	-43.2
RHODE ISLAND	1,748	154	271	-1,469	117	-84.4	76.0
SOUTH CAROLINA	671	211	181	-490	-30	-73.0	-14.2
SOUTH DAKOTA	311	63	50	-261	-13	-83.9	-20.6
TENNESSEE	2,343	1,444	1,847	-698	203	-29.7	14.1
TEXAS	30,747	7,031	8,212	-22,535	1,181	-73.3	16.8
UTAH	234	230	239	5	9	2.1	3.9
VERMONT	145	191	118	-27	-73	-18.3	-38.2
VIRGINIA	1,342	850	379	-963	-471	-71.8	-55.4
WASHINGTON	722	1,671	1,836	1,114	165	154.3	9.9
WEST VIRGINIA	429	273	269	-160	-4	-37.2	-1.5
WISCONSIN	1,043	396	478	-565	-118	-54.2	-19.8
WYOMING	252	255	328	77	73	30.4	28.6
AMERICAN SAMOA	3	2	0	-3	-2	-100.0	-100.0
GUAM	26	3	5	-21	2	-80.4	66.7
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	31	0	-	-	-	-	-
VIRGIN ISLANDS	0	0	5	5	5	-	-
BUR. OF INDIAN AFFAIRS	-	21	28	-	7	-	33.3
U.S. & INSULAR AREAS	141,417	54,621	69,118	-72,299	14,497	-51.1	26.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

VISUALLY HANDICAPPED

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	376	442	478	103	36	27.3	8.1
ALASKA	83	49	51	-32	2	-38.6	4.1
ARIZONA	365	392	410	46	18	12.5	4.6
ARKANSAS	281	270	246	-35	-24	-12.3	-8.9
CALIFORNIA	3,121	2,278	2,227	-894	-51	-28.6	-2.2
COLORADO	425	308	325	-100	17	-23.5	5.5
CONNECTICUT	677	699	743	66	44	9.7	6.3
DELAWARE	80	140	127	47	-13	58.7	-9.3
DISTRICT OF COLUMBIA	122	59	32	-90	-27	-73.8	-45.8
FLORIDA	774	771	714	-60	-57	-7.7	-7.4
GEORGIA	831	558	577	-254	19	-30.6	3.4
HAWAII	46	75	76	31	1	67.0	1.3
IDAHO	369	164	173	-196	9	-53.1	5.5
ILLINOIS	1,631	1,418	1,333	-298	-85	-18.3	-6.0
INDIANA	850	562	567	-83	5	-12.8	0.9
IOWA	230	207	242	12	35	5.2	16.9
KANSAS	331	278	258	-73	-20	-22.1	-7.2
KENTUCKY	449	494	528	79	34	17.6	6.9
LOUISIANA	532	580	518	-14	-62	-2.6	-10.7
MAINE	224	140	169	-55	29	-24.6	20.7
MARYLAND	818	606	762	-48	156	-5.9	25.7
MASSACHUSETTS	2,485	868	878	-1,607	10	-64.7	1.2
MICHIGAN	1,314	899	909	-405	10	-30.8	1.1
MINNESOTA	570	418	417	-153	-1	-26.8	-0.2
MISSISSIPPI	175	220	209	35	-11	19.8	-5.0
MISSOURI	861	457	325	-336	-132	-50.8	-20.9
MONTANA	234	183	174	-60	-9	-25.6	-4.9
NEBRASKA	180	182	174	-6	-8	-3.3	-4.4
NEVADA	79	59	56	-23	-3	-29.1	-5.1
NEW HAMPSHIRE	275	121	191	-84	70	-30.5	57.9
NEW JERSEY	1,435	1,338	1,169	-266	-169	-18.5	-12.6
NEW MEXICO	197	146	123	-74	-23	-37.6	-15.8
NEW YORK	4,134	1,861	1,960	-2,174	99	-52.6	5.3
NORTH CAROLINA	850	694	661	-189	-33	-22.2	-4.8
NORTH DAKOTA	94	81	66	-28	-15	-29.8	-18.5
OHIO	1,174	965	966	-208	1	-17.7	0.1
OKLAHOMA	246	300	311	66	11	26.7	3.7
OREGON	503	680	596	94	-84	18.6	-12.4
PENNSYLVANIA	3,316	1,563	1,553	-1,763	-10	-53.2	-0.6
PUERTO RICO	177	2,767	2,246	2,069	-521	1,168.9	-18.8
RHODE ISLAND	127	69	89	-38	20	-29.6	29.0
SOUTH CAROLINA	959	511	519	-440	8	-45.9	1.6
SOUTH DAKOTA	63	85	84	21	-1	33.3	-1.2
TENNESSEE	992	714	698	-294	-16	-29.6	-2.2
TEXAS	1,571	2,126	2,085	515	-41	32.8	-1.9
UTAH	321	359	352	31	-7	9.7	-1.9
VERMONT	32	398	52	20	-346	62.5	-86.9
VIRGINIA	1,528	1,789	1,780	252	-9	16.5	-0.5
WASHINGTON	949	391	360	-589	-31	-62.1	-7.9
WEST VIRGINIA	353	300	288	-65	-12	-18.4	-4.0
WISCONSIN	575	435	431	-144	-4	-25.0	-0.9
WYOMING	191	62	55	-136	-7	-71.2	-11.3
AMERICAN SAMOA	4	2	6	-4	-2	-100.0	-100.0
GUAM	16	18	27	12	9	74.2	59.0
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	48	0	-	-	-	-	-
VIRGIN ISLANDS	22	2	2	-20	0	-90.9	0.6
BUR. OF INDIAN AFFAIRS	-	23	13	-	-10	-	-43.5
U.S. & INSULAR AREAS	38,247	31,570	30,375	-7,872	-1,201	-20.6	-3.8

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

DEAF-BLIND

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER SERVED 1976-77 - 1984-85	CHANGE IN NUMBER SERVED 1983-84 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1984-85	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1984-85
ALABAMA	-	51	52	-	1	-	2.0
ALASKA	-	23	12	-	-11	-	-47.8
ARIZONA	-	0	0	-	0	-	-
ARKANSAS	-	14	11	-	-3	-	-21.4
CALIFORNIA	-	226	164	-	-62	-	-27.4
COLORADO	-	78	89	-	11	-	14.1
CONNECTICUT	-	0	4	-	4	-	-
DELAWARE	-	33	34	-	1	-	3.0
DISTRICT OF COLUMBIA	-	32	35	-	3	-	9.4
FLORIDA	-	75	47	-	-28	-	-37.3
GEORGIA	-	23	26	-	3	-	13.0
HAWAII	-	16	8	-	-8	-	-50.0
IDAHO	-	1	29	-	28	-	2,800.0
ILLINOIS	-	105	107	-	2	-	1.9
INDIANA	-	11	6	-	-5	-	-45.5
IOWA	-	71	51	-	-20	-	-28.2
KANSAS	-	10	69	-	59	-	590.0
KENTUCKY	-	47	48	-	1	-	2.1
LOUISIANA	-	27	34	-	7	-	25.9
MAINE	-	17	4	-	-13	-	-76.5
MARYLAND	-	52	56	-	4	-	7.7
MASSACHUSETTS	-	562	73	-	-489	-	-87.5
MICHIGAN	-	0	0	-	0	-	-
MINNESOTA	-	26	52	-	26	-	100.0
MISSISSIPPI	-	40	28	-	-12	-	-30.0
MISSOURI	-	112	84	-	-28	-	-25.0
MONTANA	-	21	34	-	13	-	61.9
NEBRASKA	-	8	2	-	-6	-	-75.0
NEVADA	-	2	0	-	-2	-	-100.0
NEW HAMPSHIRE	-	8	1	-	-7	-	-87.5
NEW JERSEY	-	27	30	-	3	-	11.1
NEW MEXICO	-	6	6	-	0	-	0.0
NEW YORK	-	125	136	-	11	-	8.8
NORTH CAROLINA	-	42	28	-	-14	-	-33.3
NORTH DAKOTA	-	2	27	-	25	-	1,250.0
OHIO	-	26	18	-	-8	-	-30.8
OKLAHOMA	-	44	44	-	0	-	0.0
OREGON	-	59	58	-	-1	-	-1.7
PENNSYLVANIA	-	8	9	-	1	-	12.5
PUERTO RICO	-	62	87	-	25	-	40.3
RHODE ISLAND	-	14	12	-	-2	-	-14.3
SOUTH CAROLINA	-	8	5	-	-3	-	-37.5
SOUTH DAKOTA	-	15	26	-	13	-	86.7
TENNESSEE	-	25	29	-	4	-	16.0
TEXAS	-	153	121	-	-32	-	-20.9
UTAH	-	26	37	-	11	-	42.3
VERMONT	-	7	4	-	-3	-	-42.9
VIRGINIA	-	19	44	-	25	-	131.6
WASHINGTON	-	59	41	-	-18	-	-30.5
WEST VIRGINIA	-	15	15	-	0	-	0.0
WISCONSIN	-	32	33	-	1	-	3.1
WYOMING	-	7	6	-	-1	-	-14.3
AMERICAN SAMOA	-	6	0	-	-6	-	-100.0
GUAM	-	5	5	-	0	-	0.0
NORTHERN MARIANAS	-	0	-	-	-	-	-
TRUST TERRITORIES	-	0	-	-	-	-	-
VIRGIN ISLANDS	-	9	9	-	0	-	0.0
BUR. OF INDIAN AFFAIRS	-	0	0	-	0	-	-
U.S. & INSULAR AREAS	-	2,512	1,992	-	-520	-	-20.7

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table GB1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYEL 1982-83	TEACHERS EMPLOYED 1983-84
ALABAMA	3,259	4,132	4,142	314	971	1,033	188	382	390	2,475	2,209	2,170
ALASKA	500	564	094	279	337	391	45	42	54	112	70	84
ARIZONA	2,888	3,143	3,010	1,093	1,594	1,540	0	183	109	1,026	542	506
ARKANSAS	1,456	2,230	2,125	239	940	390	150	33	55	014	1,100	475
CALIFORNIA	13,507	15,405	15,093	4,933	0,442	0,770	051	3,916	3,924	3,210	1,164	1,175
COLORADO	3,001	3,270	3,230	1,209	1,300	1,307	326	402	455	660	611	590
CONNECTICUT	3,984	3,220	3,284	1,337	1,003	1,031	-	0	0	1,187	946	935
DELAWARE	830	1,034	960	320	230	208	52	34	13	213	127	120
DISTRICT OF COLUMBIA	668	702	010	132	206	313	20	66	133	275	167	132
FLORIDA	6,602	8,117	7,058	1,509	2,412	2,242	709	0	0	2,761	2,098	1,903
GEORGIA	4,775	6,666	7,155	035	1,722	2,075	400	768	781	2,319	2,090	2,267
HAWAII	702	092	906	293	235	240	-	105	107	176	96	107
IDAHO	051	762	759	373	374	584	90	191	0	203	145	115
ILLINOIS	12,679	15,919	10,453	2,063	4,075	5,335	1,050	1,952	2,018	4,104	3,740	3,657
INDIANA	3,583	5,176	5,307	279	1,758	1,946	063	7	6	1,987	2,258	2,170
IOWA	2,652	3,666	3,703	1,030	1,101	1,166	27	21	18	1,224	959	949
KANSAS	1,755	3,020	2,660	559	832	830	-	394	0	790	587	555
KENTUCKY	3,402	4,076	4,090	635	989	1,007	372	514	473	1,681	1,354	1,309
LOUISIANA	3,240	0,220	0,068	764	2,551	2,733	-	580	443	1,653	1,502	1,342
MAINE	1,640	1,705	1,931	176	535	596	1	111	144	219	447	496
MARYLAND	4,019	5,072	5,026	1,712	1,569	1,590	418	150	138	1,349	755	835
MASSACHUSETTS	6,362	0,167	6,433	1,005	2,246	2,271	1,905	795	1,480	1,609	1,380	1,364
MICHIGAN	8,403	9,899	9,123	1,259	2,581	2,347	1,370	902	1,126	3,362	3,082	2,605
MINNESOTA	4,838	5,028	5,162	1,905	2,462	2,441	656	0	6	1,679	1,578	1,534
MISSISSIPPI	1,971	3,145	2,664	272	926	1,078	251	402	0	1,295	1,380	1,075
MISSOURI	4,415	5,953	6,075	1,094	2,288	2,321	654	656	969	1,923	1,687	1,622
MONTANA	966	741	760	442	0	0	198	0	0	246	0	0
NEBRASKA	1,230	1,264	1,372	227	720	549	-	0	396	728	336	247
NEVADA	525	754	775	254	458	482	39	63	21	139	110	128
NEW HAMPSHIRE	1,007	522	853	161	210	166	161	0	0	181	73	129
NEW JERSEY	5,644	8,524	7,998	1,231	2,344	5,174	1,251	162	126	1,436	1,466	716
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	13,698	23,197	26,759	2,398	6,035	7,112	1,286	1,966	2,257	4,195	3,100	3,180
NORTH CAROLINA	4,058	5,577	5,669	419	1,147	1,190	10	401	464	3,043	1,688	1,578
NORTH DAKOTA	352	728	845	128	236	250	0	171	189	194	240	265
OHIO	6,702	12,120	12,839	1,636	5,085	5,371	-	0	0	4,070	4,877	4,987
OKLAHOMA	2,173	3,320	3,362	634	1,473	1,451	252	486	486	889	1,077	1,022
OREGON	1,559	1,769	2,210	729	441	466	169	351	428	406	421	446
PENNSYLVANIA	8,887	11,128	11,354	1,397	2,673	2,907	-	1,315	1,320	5,162	3,337	3,113
PUERTO RICO	696	1,996	2,026	31	64	66	17	24	17	506	800	755
RHODE ISLAND	505	897	923	195	460	518	0	9	5	180	102	132
SOUTH CAROLINA	3,559	3,026	3,525	468	817	1,031	466	366	486	1,928	1,241	1,417
SOUTH DAKOTA	409	504	534	139	0	0	1	0	0	186	0	0
TENNESSEE	4,700	4,175	4,120	1,640	1,500	1,495	560	0	0	1,465	1,640	1,630
TEXAS	6,864	15,664	15,725	1,878	6,597	6,825	1,624	0	0	1,934	3,897	3,870
UTAH	1,102	1,577	1,531	10	353	541	0	107	77	148	230	179
VERMONT	283	533	567	47	202	239	0	2	2	106	224	221
VIRGINIA	3,763	5,701	5,692	966	2,491	2,685	513	58	71	1,686	1,411	1,358
WASHINGTON	2,132	2,274	2,692	517	1,049	1,311	-	87	65	979	527	611
WEST VIRGINIA	1,650	2,369	2,278	272	766	945	207	0	0	892	932	959
WISCONSIN	4,940	6,416	6,495	1,245	1,913	1,932	930	1,243	1,129	1,771	1,488	1,464
WYOMING	444	554	757	228	-	305	0	-	107	138	-	84
AMERICAN SAMOA	20	25	27	2	0	0	2	2	1	8	16	7
GUAM	64	169	149	6	50	40	1	13	13	44	74	66
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	53	-	-	4	-	-	7	-	-	9	-	-
VIRGIN ISLANDS	71	-	-	7	-	-	4	-	-	46	-	-
BUR. OF INDIAN AFFAIRS	132	322	324	47	154	153	6	40	45	60	56	56
U.S. & INSULAR AREAS	179,804	241,079	247,791	44,803	82,625	69,756	18,392	19,632	20,600	71,681	61,452	58,727

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	EMOTIONALLY DISTURBED			HARD OF HEARING & DEAF			MULTIHANDICAPPED			ORTHOPEDICALLY IMPAIRED		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84
ALABAMA	70	300	299	49	87	83	-	109	107	88	10	21
ALASKA	30	37	43	22	26	19	-	25	41	10	8	7
ARIZONA	440	367	360	150	134	103	-	101	174	78	27	33
ARKANSAS	27	44	33	71	53	19	-	13	32	64	12	5
CALIFORNIA	2,304	384	374	947	269	269	-	216	205	645	308	312
COLORADO	367	402	483	133	146	133	-	111	111	64	40	41
CONNECTICUT	900	543	570	336	60	67	-	0	2	111	44	45
DELAWARE	171	95	83	40	32	32	-	9	4	29	26	23
DISTRICT OF COLUMBIA	107	103	120	30	17	18	-	8	39	21	14	8
FLORIDA	835	1,210	1,115	265	291	311	-	0	0	214	201	182
GEORGIA	551	1,305	1,411	327	282	274	-	53	0	109	78	96
HAWAII	34	55	35	52	48	45	-	34	26	15	23	15
IDAHO	46	24	21	55	12	9	-	0	16	12	7	0
ILLINOIS	2,572	2,257	2,446	506	710	709	-	45	52	705	372	411
INDIANA	184	517	550	216	205	207	-	171	178	53	162	137
IOWA	201	325	365	164	172	176	-	111	115	67	63	65
KANSAS	226	411	419	96	103	123	-	0	101	17	16	14
KENTUCKY	165	222	202	123	70	73	-	109	107	33	34	21
LOUISIANA	229	605	545	148	269	262	-	83	68	63	63	48
MAINE	26	310	345	29	88	98	-	47	52	8	66	74
MARYLAND	271	392	396	124	192	179	-	320	393	68	66	54
MASSACHUSETTS	1,096	910	881	219	209	90	-	204	142	240	129	71
MICHIGAN	1,356	1,915	1,824	443	433	360	-	226	231	323	358	277
MINNESOTA	260	460	518	71	179	179	-	0	0	87	40	193
MISSISSIPPI	6	55	41	10	47	35	-	30	22	18	30	19
MISSOURI	491	656	007	150	152	135	-	85	90	81	85	93
MONTANA	49	0	0	16	0	0	-	0	-	13	0	0
NEBRASKA	126	111	96	65	31	21	-	25	27	43	29	27
NEVADA	23	48	52	23	26	27	-	31	32	19	7	0
NEW HAMPSHIRE	172	45	81	40	31	34	-	44	37	121	0	7
NEW JERSEY	950	1,347	1,155	196	162	110	-	341	270	88	60	72
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	3,230	4,270	5,118	419	895	1,100	-	1,087	1,304	154	247	276
NORTH CAROLINA	229	445	451	213	173	178	-	115	136	40	57	51
NORTH DAKOTA	16	26	36	9	29	38	-	0	0	2	8	14
OHIO	210	899	990	361	331	320	-	0	0	200	430	488
OKLAHOMA	27	121	139	106	85	80	-	94	124	35	44	39
OREGON	102	112	169	46	81	209	-	28	25	27	162	192
PENNSYLVANIA	1,090	1,239	1,298	542	525	504	-	0	0	503	340	190
PUERTO RICO	20	68	83	90	88	64	-	30	224	4	20	13
RHODE ISLAND	92	53	52	15	3	27	-	10	10	16	0	0
SOUTH CAROLINA	248	292	265	164	127	140	-	48	35	67	56	73
SOUTH DAKOTA	25	0	0	32	0	0	-	0	0	11	0	0
TENNESSEE	355	205	260	230	230	215	-	270	265	35	126	115
TEXAS	389	1,176	1,224	515	483	480	-	332	335	460	289	285
UTAH	49	386	388	5	23	24	-	133	145	8	29	17
VERMONT	26	45	51	33	18	18	-	26	20	5	7	7
VIRGINIA	254	715	704	222	215	210	-	310	297	58	48	81
WASHINGTON	365	185	202	127	84	86	-	79	103	36	42	45
WEST VIRGINIA	57	168	218	56	81	57	-	22	0	43	32	21
WISCONSIN	564	987	1,031	199	189	172	-	0	0	118	108	357
WYOMING	39	-	45	28	-	16	-	-	25	6	-	5
AMERICAN SAMOA	0	-	0	3	1	2	-	2	3	1	0	0
GUAM	0	4	4	9	8	8	-	10	10	0	5	5
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	9	-	-	12	-	-	-	-	-	3	-	-
VIRGIN ISLANDS	4	-	-	6	-	-	-	-	-	2	-	-
BUR. OF INDIAN AFFAIRS	10	25	24	4	1	1	-	13	12	3	2	2
U.S. & INSULAR AREAS	21,709	26,967	28,225	8,739	8,224	8,144	-	5,240	5,769	5,344	4,383	4,643

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	OTHER HEALTH IMPAIRED			VISUALLY HANDICAPPED			DEAF-BLIND			NONCATEGORICAL		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1983-84
ALABAMA	61	12	7	6	35	31	-	3	3	-	0	0
ALASKA	0	3	6	5	5	12	-	3	3	-	0	34
ARIZONA	1	66	79	100	37	49	-	1	-	-	0	0
ARKANSAS	50	9	4	43	20	10	-	6	0	-	0	1,102
CALIFORNIA	411	604	559	498	94	97	-	8	8	-	0	0
COLORADO	-	0	0	43	50	49	-	0	0	-	0	0
CONNECTICUT	36	10	11	69	22	22	-	0	0	-	0	1
DELAWARE	1	0	0	12	4	5	-	6	5	-	463	413
DISTRICT OF COLUMBIA	21	13	27	92	11	14	-	7	7	-	10	7
FLORIDA	200	306	342	109	159	157	-	10	18	-	1,423	1,580
GEORGIA	152	126	109	88	98	140	-	9	1	-	134	0
HAWAII	128	0	0	5	10	12	-	7	3	-	281	315
IDAHO	28	3	14	44	5	0	-	1	0	-	0	0
ILLINOIS	-	1	0	189	287	260	-	9	0	-	1,559	1,567
INDIANA	102	5	15	77	97	86	-	4	4	-	0	6
IOWA	65	22	24	48	29	32	-	23	25	-	775	768
KANSAS	26	21	23	40	48	43	-	105	0	-	504	552
KENTUCKY	153	162	137	41	29	43	-	0	0	-	584	726
LOUISIANA	127	114	162	58	81	71	-	5	3	-	408	372
MAINE	-	56	62	-	31	35	-	14	18	-	0	11
MARYLAND	28	63	62	52	105	106	-	27	10	-	1,433	1,262
MASSACHUSETTS	128	149	90	180	99	39	-	67	8	-	0	0
MICHIGAN	155	-	0	138	137	91	-	-	0	-	265	263
MINNESOTA	136	31	28	42	53	53	-	3	3	-	222	233
MISSISSIPPI	-	0	0	22	15	9	-	1	1	-	260	384
MONTANA	1	0	0	1	0	0	-	8	8	-	741	760
NEBRASKA	8	0	0	33	10	7	-	0	0	-	0	0
NEVADA	20	5	18	8	8	8	-	0	0	-	0	0
NEW HAMPSHIRE	131	0	0	20	14	39	-	0	0	-	106	360
NEW JERSEY	343	94	69	113	102	20	-	9	3	-	2,429	281
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	1,658	378	486	356	391	363	-	0	0	-	4,826	5,563
NORTH CAROLINA	41	146	164	83	109	115	-	7	5	-	1,289	1,357
NORTH DAKOTA	0	0	0	2	13	18	-	4	4	-	0	40
OHIO	86	0	0	119	95	92	-	403	498	-	8	94
OKLAHOMA	0	1	10	30	15	20	-	5	8	-	0	8
OREGON	24	134	125	34	42	43	-	10	10	-	47	95
PENNSYLVANIA	-	5	58	193	234	228	-	10	4	-	1,450	1,733
PUERTO RICO	21	4	12	7	14	17	-	12	14	-	872	739
RHODE ISLAND	0	4	7	7	4	4	-	1	0	-	258	168
SOUTH CAROLINA	124	11	0	94	88	73	-	2	3	-	0	0
SOUTH DAKOTA	2	0	0	13	0	0	-	0	0	-	584	534
TENNESSEE	278	128	115	145	85	88	-	5	5	-	0	0
TEXAS	-	186	195	84	154	159	-	81	78	-	2,489	2,275
UTAH	54	2	11	1	10	16	-	5	2	-	297	137
VERMONT	5	7	7	81	1	1	-	1	1	-	0	0
VIRGINIA	11	57	49	54	188	95	-	4	12	-	287	331
WASHINGTON	5	57	62	18	21	26	-	2	2	-	141	177
WEST VIRGINIA	98	98	21	33	45	26	-	7	1	-	226	38
WISCONSIN	34	0	0	80	111	73	-	9	7	-	370	332
WYOMING	4	-	5	4	-	5	-	-	0	-	554	158
AMERICAN SAMOA	1	0	0	1	0	0	-	1	1	-	1	13
GUAM	0	0	0	4	3	1	-	2	2	-	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	5	-	-	4	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	0	-	-	2	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	1	1	1	3	3	-	0	0	-	29	29
U.S. & INSULAR AREAS	4,975	3,079	3,174	3,470	3,275	3,047	-	898	788	-	25,305	24,919

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL THERAPISTS		
	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84
ALABAMA	367	2,133	2,204	0	11	7	2	13	16
ALASKA	330	747	981	0	2	1	0	15	15
ARIZONA	2,158	3,590	3,821	35	70	73	25	54	53
ARKANSAS	1,369	1,896	1,769	2	29	64	15	4	6
CALIFORNIA	18,459	20,397	20,421	86	11	12	70	5	2
COLORADO	2,511	2,644	2,854	245	308	299	14	91	94
CONNECTICUT	3,054	1,967	2,138	-	260	272	-	21	25
DELAWARE	364	756	1,131	36	15	11	8	16	16
DISTRICT OF COLUMBIA	956	1,221	669	66	62	65	14	26	28
FLORIDA	2,976	8,272	8,252	10	283	245	65	91	102
GEORGIA	2,275	5,431	4,536	224	255	215	36	44	35
HAWAII	241	667	965	31	44	44	7	22	21
IDAHO	729	2,389	700	17	26	16	4	3	0
ILLINOIS	16,545	16,794	13,960	756	1,217	1,175	34	200	207
INDIANA	3,143	6,280	5,194	26	113	117	37	69	68
IOWA	2,203	2,964	2,961	121	192	194	21	30	32
KANSAS	1,566	3,236	3,525	38	94	97	6	31	40
KENTUCKY	3,417	3,684	3,371	51	44	53	25	16	13
LOUISIANA	4,430	8,612	9,039	69	171	164	35	47	61
MAINE	3,841	2,671	2,910	26	36	46	0	11	13
MARYLAND	3,489	5,743	5,931	36	111	144	15	107	102
MASSACHUSETTS	7,695	6,089	6,489	446	463	477	91	49	55
MICHIGAN	11,095	9,630	7,691	924	787	643	177	243	213
MINNESOTA	2,713	5,045	5,170	260	313	317	27	124	133
MISSISSIPPI	1,311	1,436	1,474	161	35	17	-	1	1
MISSOURI	2,652	3,150	3,084	2	22	56	48	31	36
MONTANA	277	723	749	6	5	5	1	4	5
NEBRASKA	1,030	389	462	-	2	2	-	3	14
NEVADA	274	594	591	6	4	3	1	2	5
NEW HAMPSHIRE	2,985	1,028	1,568	396	0	34	107	45	92
NEW JERSEY	6,210	12,608	11,967	724	905	894	29	56	61
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	7,682	14,065	15,292	38	0	0	0	0	0
NORTH CAROLINA	3,910	4,408	4,572	128	118	117	31	28	34
NORTH DAKOTA	330	582	476	5	28	31	1	11	15
OHIO	2,576	6,266	6,396	0	36	46	25	116	136
OKLAHOMA	1,336	1,803	2,967	36	17	41	5	23	18
OREGON	1,126	3,242	4,546	9	73	57	6	84	41
PENNSYLVANIA	6,511	10,199	11,657	-	150	168	-	69	81
PUERTO RICO	242	668	634	19	36	57	6	9	5
RHODE ISLAND	235	1,211	1,229	21	66	60	8	10	10
SOUTH CAROLINA	3,050	2,653	3,164	133	62	59	10	11	9
SOUTH DAKOTA	589	660	675	4	35	35	3	18	16
TENNESSEE	2,495	3,805	3,825	50	100	100	25	20	20
TEXAS	3,760	15,384	14,982	-	142	170	175	132	129
UTAH	823	1,182	1,392	54	67	56	2	11	10
VERMONT	677	823	757	0	11	11	3	5	3
VIRGINIA	3,343	5,914	6,331	352	365	389	59	102	106
WASHINGTON	1,682	2,376	3,654	0	43	54	0	67	113
WEST VIRGINIA	653	1,856	1,735	8	23	8	1	8	10
WISCONSIN	2,676	3,943	3,640	190	331	335	115	136	123
WYOMING	620	772	1,094	15	49	56	11	16	39
AMERICAN SAMOA	17	31	28	0	1	1	1	0	0
GUAM	34	191	186	2	5	5	0	5	4
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	27	-	-	0	-	-	0	-	-
VIRGIN ISLANDS	44	-	-	0	-	-	0	-	-
BUR. OF INDIAN AFFAIRS	182	456	445	11	6	9	-	5	2
U.S. & INSULAR AREAS	151,649	224,684	226,585	9,881	7,659	7,566	1,401	2,390	2,490

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND THE INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	RECREATIONAL THERAPISTS			PHYSICAL THERAPISTS			TEACHER AIDES		
	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84
ALABAMA	0	-	4	-	19	10	100	971	1,093
ALASKA	0	0	0	-	14	15	205	401	432
ARIZONA	7	2	3	-	31	23	903	1,797	1,885
ARKANSAS	29	2	1	-	0	11	410	326	300
CALIFORNIA	11	0	1	-	5	1	0,230	10,067	17,148
COLORADO	23	10	10	-	37	39	770	1,200	1,347
CONNECTICUT	24	4	4	-	10	24	1,272	195	270
DELAWARE	10	1	4	-	5	10	111	229	370
DISTRICT OF COLUMBIA	11	6	18	-	10	0	215	302	214
FLORIDA	32	1	5	-	07	70	2,011	3,192	3,551
GEORGIA	5	43	21	-	70	58	656	1,904	1,983
HAWAII	-	0	0	-	19	17	09	340	357
IDAHO	14	0	0	-	5	0	370	823	447
ILLINOIS	-	67	10	-	175	105	9,532	6,560	7,797
INDIANA	22	38	20	-	77	80	1,215	2,085	2,129
IOWA	6	0	0	-	40	54	005	1,163	1,150
KANSAS	0	-	0	-	20	23	832	2,046	2,174
KENTUCKY	21	2	0	-	24	24	395	1,110	1,070
LOUISIANA	39	3	10	-	27	20	2,004	3,848	3,026
MAINE	0	0	0	-	5	7	1,067	1,265	1,303
MARYLAND	6	21	18	-	87	89	1,443	2,129	2,080
MASSACHUSETTS	-	0	0	-	34	30	3,294	2,680	2,007
MICHIGAN	0	150	0	-	144	147	4,540	4,850	4,190
MINNESOTA	0	3	4	-	47	45	1,582	2,341	2,429
MISSISSIPPI	6	4	0	-	0	9	300	366	390
MISSOURI	46	0	0	-	20	26	1,764	2,244	2,150
MONTANA	0	0	0	-	4	5	135	355	393
NEBRASKA	-	0	0	-	4	19	375	0	0
NEVADA	-	1	1	-	7	7	170	349	324
NEW HAMPSHIRE	20	1	14	-	8	30	1,183	403	600
NEW JERSEY	-	5	8	-	60	60	342	2,656	2,785
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	-	0	0	5,251	7,730	7,305
NORTH CAROLINA	35	14	31	-	45	57	1,505	1,860	1,970
NORTH DAKOTA	0	0	0	-	11	12	100	230	285
OHIO	6	36	25	-	98	167	184	1,130	1,177
OKLAHOMA	12	0	[illegible]	-	31	32	56	555	586
OREGON	12	0	18	-	44	50	458	817	1,435
PENNSYLVANIA	-	52	147	-	151	162	4,187	4,747	4,855
PUERTO RICO	0	0	0	-	1	0	55	489	289
RHODE ISLAND	0	0	0	-	12	12	-	411	423
SOUTH CAROLINA	62	163	100	-	13	14	970	1,049	1,202
SOUTH DAKOTA	6	2	2	-	20	21	207	225	231
TENNESSEE	5	15	15	-	30	60	1,450	1,740	1,720
TEXAS	25	71	46	-	56	47	1,100	9,017	8,748
UTAH	-	1	2	-	12	14	267	566	681
VERMONT	2	3	2	-	5	3	297	160	165
VIRGINIA	0	15	15	-	71	84	1,412	2,476	2,905
WASHINGTON	0	0	1	-	66	71	566	930	1,236
WEST VIRGINIA	0	2	0	-	17	11	267	723	726
WISCONSIN	-	69	0	-	166	117	1,065	2,021	1,753
WYOMING	2	0	1	-	5	15	226	434	449
AMERICAN SAMOA	0	0	0	-	0	0	1	7	7
GUAM	0	1	1	-	2	3	14	98	93
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	3	-	-	-	-	-	6	-	-
VIRGIN ISLANDS	0	-	-	-	-	-	13	-	-
BUR. OF INDIAN AFFAIRS	-	1	0	-	1	3	101	200	185
U.S. & INSULAR AREAS	504	751	595	-	1,962	2,109	66,676	102,722	105,394

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND THE INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	PHYSICAL ED COORDINATORS			SUPERVISORS			OTHER NON-INSTRUCTIONAL STAFF		
	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84
ALABAMA	0	97	20	74	166	158	0	236	287
ALASKA	0	3	10	19	34	34	21	127	259
ARIZONA	14	74	66	259	159	126	70	671	927
ARKANSAS	25	45	11	177	90	178	421	60	600
CALIFORNIA	880	387	409	607	557	0	3,367	867	252
COLORADO	38	9	9	185	105	97	680	639	633
CONNECTICUT	6	17	27	257	209	215	573	289	296
DELAWARE	34	25	33	10	30	29	21	191	436
DISTRICT OF COLUMBIA	21	25	23	58	20	58	257	635	367
FLORIDA	64	105	119	337	384	344	140	1,766	1,[illegible]49
GEORGIA	17	33	32	144	334	320	731	1,514	637
HAWAII	-	6	5	2	12	12	8	36	205
IDAHO	10	307	0	51	95	41	43	10	6
ILLINOIS	200	107	108	388	670	527	337	6,287	2,586
INDIANA	-	46	44	93	346	374	81	2,206	1,029
IOWA	18	5	4	175	104	101	90	216	220
KANSAS	3	25	19	99	91	01	32	103	137
KENTUCKY	1,409	269	244	165	110	115	186	1,367	1,083
LOUISIANA	60	255	276	226	215	224	230	2,948	3,019
MAINE	511	9	0	898	126	126	0	610	6[illegible]5
MARYLAND	66	113	114	226	258	232	586	1,565	1,036
MASSACHUSETTS	138	113	149	570	320	344	1,179	1,230	1,190
MICHIGAN	0	57	74	430	494	450	261	1,366	1,060
MINNESOTA	65	141	148	361	215	203	76	422	382
MISSISSIPPI	-	39	11	40	140	143	427	284	303
MISSOURI	58	20	0	56	315	330	337	93	72
MONTANA	2	9	8	43	46	38	0	9	8
NEBRASKA	-	0	0	90	34	44	97	0	0
NEVADA	1	29	15	3	21	25	6	37	20
NEW HAMPSHIRE	84	4	11	46	78	86	569	200	332
NEW JERSEY	150	235	209	300	457	453	2,144	4,407	2,424
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	619	0	0	713	1,700	2,542	0	2,753	3,416
NORTH CAROLINA	126	231	177	390	217	204	540	835	880
NORTH DAKOTA	1	12	10	15	62	59	0	1	0
OHIO	4	106	116	263	467	417	200	1,628	1,615
OKLAHOMA	9	31	245	39	105	99	255	416	1,611
OREGON	46	97	56	70	280	252	82	1,187	1,365
PENNSYLVANIA	-	102	106	449	607	659	442	3,089	4,176
PUERTO RICO	9	11	56	27	19	122	30	44	0
RHODE ISLAND	-	36	22	40	45	49	0	323	323
SOUTH CAROLINA	18	188	234	247	152	167	791	561	840
SOUTH DAKOTA	6	25	27	15	16	23	183	63	59
TENNESSEE	15	140	130	160	159	218	200	580	590
TEXAS	55	26	48	640	620	612	925	1,100	982
UTAH	35	7	9	56	70	68	69	96	197
VERMONT	4	57	56	1	64	66	3	197	202
VIRGINIA	38	67	51	263	269	266	66	1,087	1,462
WASHINGTON	0	17	46	143	134	155	361	241	409
WEST VIRGINIA	21	19	14	37	120	91	42	335	253
WISCONSIN	106	34	28	152	195	183	144	-	0
WYOMING	16	0	57	31	0	35	118	47	109
AMERICAN SAMOA	0	1	0	5	5	9	6	9	7
GUAM	1	5	3	3	6	6	2	18	18
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	0	-	-	3	-	-	9	-	-
VIRGIN ISLANDS	0	-	-	3	-	-	16	-	-
BUR. OF INDIAN AFFAIRS	11	3	6	7	55	46	17	104	115
U.S. & INSULAR AREAS	5,014	3,815	3,694	10,161	11,607	11,846	17,479	45,124	41,353

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND THE INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	PSYCHOLOGISTS			DIAGNOSTIC STAFF			SPEECH PATHOLOGISTS		
	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84
ALABAMA	63	199	192	0	4	6	0	382	390
ALASKA	10	50	52	12	9	10	45	74	115
ARIZONA	269	294	294	64	86	56	347	291	236
ARKANSAS	3	10	20	123	67	59	153	402	358
CALIFORNIA	1,384	259	305	163	18	15	2,089	1,300	2,166
COLORADO	238	343	333	25	8	0	19	0	0
CONNECTICUT	-	368	380	301	15	22	440	540	555
DELAWARE	45	62	65	5	69	59	2	75	69
DISTRICT OF COLUMBIA	64	62	72	89	16	1	61	19	0
FLORIDA	20	436	463	51	306	301	-	1,305	1,388
GEORGIA	185	343	336	255	35	49	-	768	781
HAWAII	7	7	7	64	138	163	42	38	39
IDAHO	74	95	91	83	5	0	29	113	103
ILLINOIS	771	1,133	1,097	2,194	106	88	-	24	0
INDIANA	305	320	331	-	30	25	-	822	821
IOWA	288	341	339	18	215	217	422	569	503
KANSAS	214	324	331	-	0	0	284	394	405
KENTUCKY	93	70	77	884	110	110	59	2	68
LOUISIANA	35	229	254	344	316	328	819	480	690
MAINE	30	26	24	424	155	185	107	199	211
MARYLAND	92	161	167	62	130	118	488	738	720
MASSACHUSETTS	583	330	394	35	-	0	903	795	848
MICHIGAN	848	793	847	0	60	130	0	298	0
MINNESOTA	202	287	298	0	115	156	-	861	881
MISSISSIPPI	27	31	32	95	55	75	-	381	400
MISSOURI	85	27	39	86	356	347	56	5	0
MONTANA	68	102	104	0	0	0	0	173	185
NEBRASKA	-	85	72	142	25	24	282	238	288
NEVADA	34	75	78	6	11	9	22	44	86
NEW HAMPSHIRE	62	49	118	173	79	33	149	137	184
NEW JERSEY	752	918	845	867	1,091	1,187	894	1,197	1,166
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	185	1,882	2,029	0	0	8	0	0	0
NORTH CAROLINA	197	272	388	93	99	95	396	282	254
NORTH DAKOTA	11	24	41	0	0	-	145	171	0
OHIO	809	995	991	-	19	48	927	1,234	1,293
OKLAHOMA	71	76	74	64	74	99	48	406	0
OREGON	31	149	194	55	54	68	113	360	428
PENNSYLVANIA	183	819	665	-	298	241	1,214	133	164
PUERTO RICO	25	14	7	12	11	69	3	28	3
RHODE ISLAND	60	113	110	-	35	57	94	140	140
SOUTH CAROLINA	191	176	196	243	24	25	39	99	64
SOUTH DAKOTA	11	15	15	13	3	4	116	166	171
TENNESSEE	75	259	250	50	48	60	-	545	530
TEXAS	200	301	311	450	1,220	1,292	-	2,061	2,110
UTAH	74	131	138	15	8	10	67	170	186
VERMONT	6	29	29	8	11	13	83	175	174
VIRGINIA	341	418	413	57	92	107	19	742	716
WASHINGTON	263	397	385	0	50	68	329	333	399
WEST VIRGINIA	41	133	123	8	52	62	0	355	378
WISCONSIN	589	632	830	20	347	360	10	4	0
WYOMING	14	16	42	59	83	83	84	116	151
AMERICAN SAMOA	0	1	0	1	4	2	0	0	0
GUAM	1	9	10	2	17	19	6	9	10
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	8	-	-	3	-	-	1	-	-
VIRGIN ISLANDS	2	-	-	7	-	-	0	-	-
BUR. OF INDIAN AFFAIRS	5	13	11	14	19	19	9	40	45
U.S. & INSULAR AREAS	9,958	14,513	14,811	7,781	6,145	6,562	11,032	20,152	20,838

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND THE INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	AUDIOLOGISTS			WORK-STUDY COORDINATORS			VOCATIONAL EDUCATION TEACHERS		
	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84	EMPLOYED 1976-77	EMPLOYED 1982-83	EMPLOYED 1983-84
ALABAMA	0	7	9	0	22	5	30	0	0
ALASKA	0	2	3	1	0	26	0	6	9
ARIZONA	26	17	12	34	66	58	5	11	10
ARKANSAS	3	3	0	99	27	39	53	24	0
CALIFORNIA	-	27	20	330	63	61	141	31	29
COLORADO	23	22	23	15	0	0	143	0	0
CONNECTICUT	-	3	5	54	10	28	13	12	15
DELAWARE	-	1	1	96	37	29	3	3	0
DISTRICT OF COLUMBIA	6	4	5	37	13	8	5	1	2
FLORIDA	0	22	23	182	204	270	56	27	34
GEORGIA	-	30	38	22	51	28	-	7	5
HAWAII	1	0	3	-	5	7	7	0	6
IDAHO	0	5	3	31	902	0	0	0	0
ILLINOIS	20	50	42	26	149	39	212	42	121
INDIANA	2	13	16	172	71	73	30	44	37
IOWA	55	59	60	22	40	42	39	42	45
KANSAS	9	14	17	-	14	0	23	-	0
KENTUCKY	10	2	2	44	536	500	31	17	12
LOUISIANA	2	6	8	65	06	07	27	17	24
MAINE	0	45	55	743	116	121	33	55	64
MARYLAND	15	24	28	100	215	217	20	65	64
MASSACHUSETTS	-	0	0	142	74	101	-	0	0
MICHIGAN	0	112	26	0	-	56	0	269	17
MINNESOTA	-	10	11	100	-	0	40	166	167
MISSISSIPPI	20	4	5	215	67	78	-	1	1
MISSOURI	6	9	10	137	7	12	2	0	0
MONTANA	9	6	4	0	7	9	1	6	6
NEBRASKA	-	0	0	5	0	0	18	0	0
NEVADA	2	2	2	6	3	2	2	10	10
NEW HAMPSHIRE	7	0	4	135	15	28	38	11	3
NEW JERSEY	37	39	30	62	485	459	63	97	1,366
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	872	0	0	2	0	0
NORTH CAROLINA	61	20	29	332	343	361	20	44	49
NORTH DAKOTA	0	3	5	0	28	19	15	0	0
OHIO	10	27	29	0	117	104	146	255	235
OKLAHOMA	5	2	9	82	34	121	0	34	32
OREGON	6	13	65	64	0	454	21	84	65
PENNSYLVANIA	-	18	34	-	188	156	35	59	44
PUERTO RICO	2	0	0	44	6	23	10	0	3
RHODE ISLAND	12	0	2	-	12	11	0	8	9
SOUTH CAROLINA	9	9	6	165	202	269	2	4	9
SOUTH DAKOTA	2	12	12	12	40	36	3	20	21
TENNESSEE	50	20	20	200	160	100	5	15	20
TEXAS	40	13	11	170	621	468	-	4	6
UTAH	-	35	6	111	8	13	15	1	1
VERMONT	6	22	16	36	67	0	5	17	17
VIRGINIA	-	19	19	150	167	209	43	31	30
WASHINGTON	0	13	16	0	39	666	0	26	34
WEST VIRGINIA	7	13	13	65	49	40	7	6	6
WISCONSIN	0	3	4	235	4	303	-	2	5
WYOMING	2	6	6	30	0	42	6	0	9
AMERICAN SAMOA	0	0	0	3	3	2	0	0	0
GUAM	-	5	4	0	9	8	1	2	2
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	0	-	-	0	3	-	0	-	-
VIRGIN ISLANDS	1	-	-	0	-	-	2	-	-
BUR. OF INDIAN AFFAIRS	2	2	1	1	5	2	1	2	0
U.S. & INSULAR AREAS	470	794	773	5,473	5,478	5,781	1,364	1,585	2,678

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND THE INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	84,428	4,142	20:1	24,201	1,033	23:1	17,200	390	44:1	34,403	2,170	16:1
ALASKA	11,110	694	16:1	6,413	391	10:1	2,957	54	55:1	855	84	8:1
ARIZONA	51,679	3,016	17:1	25,872	1,540	17:1	11,044	169	65:1	5,748	508	11:1
ARKANSAS	48,723	2,125	23:1	20,593	390	53:1	10,202	55	185:1	15,122	475	32:1
CALIFORNIA	363,613	15,693	23:1	201,585	8,770	23:1	90,170	3,924	23:1	28,447	1,175	24:1
COLORADO	45,634	3,236	14:1	20,210	1,367	15:1	7,821	455	17:1	5,548	598	9:1
CONNECTICUT	65,426	3,284	20:1	30,003	1,631	18:1	13,030	0		5,724	935	6:1
DELAWARE	15,018	986	15:1	7,115	288	25:1	1,094	13	146:1	1,924	120	16:1
DISTRICT OF COLUMBIA	7,009	018	9:1	2,937	313	9:1	1,633	133	12:1	1,307	132	10:1
FLORIDA	158,653	7,858	20:1	58,351	2,242	20:1	48,300	0		27,445	1,903	14:1
GEORGIA	109,038	7,155	15:1	35,071	2,075	17:1	25,001	781	33:1	26,680	2,267	12:1
HAWAII	12,738	906	14:1	7,812	240	33:1	2,204	107	21:1	1,375	107	13:1
IDAHO	17,953	759	24:1	8,488	584	15:1	4,419	0		2,952	115	26:1
ILLINOIS	257,426	16,453	16:1	96,218	5,335	18:1	75,735	2,018	38:1	42,985	3,657	12:1
INDIANA	102,996	5,307	19:1	30,095	1,946	15:1	41,426	0	6904:1	24,010	2,170	11:1
IOWA	56,534	3,703	15:1	21,271	1,160	10:1	14,506	18	806:1	12,236	949	13:1
KANSAS	42,907	2,660	16:1	16,456	030	20:1	13,201	0		6,443	555	12:1
KENTUCKY	74,492	4,096	18:1	21,454	1,007	21:1	25,160	473	53:1	20,934	1,309	16:1
LOUISIANA	85,732	6,068	14:1	40,536	2,733	15:1	21,395	443	48:1	13,643	1,342	10:1
MAINE	27,069	1,931	14:1	9,465	596	10:1	6,447	144	45:1	4,894	498	10:1
MARYLAND	90,668	5,026	18:1	47,086	1,598	29:1	24,675	138	179:1	7,651	835	9:1
MASSACHUSETTS	139,338	6,433	22:1	50,245	2,271	22:1	32,043	1,480	22:1	29,742	1,364	22:1
MICHIGAN	158,293	9,123	17:1	58,907	2,347	25:1	43,160	1,126	38:1	26,036	2,605	10:1
MINNESOTA	78,916	5,182	15:1	35,641	2,441	15:1	19,060	0		13,296	1,534	9:1
MISSISSIPPI	51,686	2,664	19:1	18,407	1,078	17:1	17,610	0		13,772	1,075	13:1
MISSOURI	99,141	6,075	16:1	37,861	2,321	16:1	31,919	969	33:1	18,927	1,622	12:1
MONTANA	15,480	760	20:1	7,425	0		4,753	0		1,429	0	
NEBRASKA	30,375	1,372	22:1	12,074	549	22:1	8,796	398	22:1	5,541	247	22:1
NEVADA	13,557	775	17:1	7,173	482	15:1	3,138	21	149:1	1,814	128	8:1
NEW HAMPSHIRE	15,233	853	18:1	8,861	166	54:1	2,685	0		1,326	129	10:1
NEW JERSEY	165,622	7,998	21:1	65,606	5,174	13:1	60,170	126	478:1	11,287	718	16:1
NEW MEXICO	27,125	-		12,064	-		7,745	-		2,553	-	
NEW YORK	280,857	26,759	10:1	133,536	7,112	19:1	39,877	2,257	18:1	35,445	3,180	11:1
NORTH CAROLINA	121,755	5,689	21:1	52,013	1,190	44:1	26,780	464	58:1	29,617	1,578	19:1
NORTH DAKOTA	11,569	845	14:1	4,780	250	19:1	3,903	189	21:1	1,930	265	7:1
OHIO	201,150	12,839	16:1	72,476	5,371	13:1	56,196	0		55,647	4,987	11:1
OKLAHOMA	65,401	3,382	19:1	26,393	1,451	20:1	20,351	436	42:1	12,258	1,022	12:1
OREGON	46,872	2,210	21:1	24,506	466	53:1	11,493	428	27:1	4,556	446	10:1
PENNSYLVANIA	196,442	11,354	17:1	67,092	2,907	23:1	60,619	1,320	46:1	44,850	3,113	14:1
PUERTO RICO	35,153	2,026	17:1	2,055	88	23:1	1,406	17	83:1	21,375	755	28:1
RHODE ISLAND	18,354	923	20:1	11,883	518	23:1	3,113	5	692:1	1,446	132	11:1
SOUTH CAROLINA	72,452	3,525	21:1	22,462	1,031	22:1	19,957	488	41:1	21,171	1,417	15:1
SOUTH DAKOTA	11,870	534	22:1	4,006	0		4,858	0		1,582	0	
TENNESSEE	103,867	4,120	25:1	43,373	1,495	29:1	31,427	0		18,889	1,630	12:1
TEXAS	295,637	15,725	19:1	155,707	6,625	23:1	68,752	0		29,417	3,870	8:1
UTAH	41,144	1,531	27:1	13,761	541	25:1	9,054	77	118:1	3,145	179	18:1
VERMONT	9,880	567	17:1	3,289	239	14:1	2,564	2	1282:1	2,549	221	12:1
VIRGINIA	102,556	5,892	17:1	40,113	2,685	15:1	30,903	71	435:1	15,618	1,358	11:1
WASHINGTON	66,855	2,692	25:1	33,319	1,311	25:1	14,170	65	217:1	9,121	611	15:1
WEST VIRGINIA	42,796	2,278	19:1	15,730	945	17:1	12,763	0		10,600	959	11:1
WISCONSIN	73,823	6,495	11:1	29,462	1,932	15:1	16,921	1,129	15:1	13,360	1,464	9:1
WYOMING	11,511	757	15:1	5,422	305	18:1	3,434	107	32:1	961	84	11:1
AMERICAN SAMOA	428	27	16:1	0	0		7	1	7:1	354	7	54:1
GUAM	2,065	149	14:1	610	40	15:1	264	13	20:1	897	66	14:1
NORTHERN MARIANAS	0	-		0	-		0	-		0	-	
TRUST TERRITORIES	0	-		0	-		0	-		0	-	
VIRGIN ISLANDS	123	-		0	-		0	-		78	-	
BUR. OF INDIAN AFFAIRS	5,225	324	16:1	2,805	153	18:1	1,274	45	29:1	619	56	11:1
U.S. & INSULAR AREAS	4,341,399	247,791	18:1	1,811,489	89,756	20:1	1,130,569	20,600	55:1	750,534	58,727	13:1
COMPLETE CASES	4,314,151	247,791	17:1	1,787,994	89,756	20:1	825,742	20,600	40:1	744,892	58,727	13:1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

NONCATEGORICAL TEACHERS ARE INCLUDED IN THE NUMBER OF TEACHERS FOR ALL HANDICAPPING CONDITIONS.

RATIOS FOR THE U.S. AND INSULAR AREAS ARE THE SUM OF ALL THE PUPIL AND TEACHER COUNTS WHETHER OR NOT EACH COUNT IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER COUNTS ARE AVAILABLE.

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	EMOTIONALLY DISTURBED			HARD OF HEARING & DEAF			MULTIHANDICAPPED			ORTHOPEDICALLY IMPAIRED		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	4,947	299	17:1	1,115	83	13:1	1,021	167	10:1	405	21	20:1
ALASKA	299	43	7:1	182	19	10:1	220	41	6:1	222	7	32:1
ARIZONA	5,330	360	15:1	1,060	103	10:1	928	174	5:1	559	33	17:1
ARKANSAS	630	33	19:1	655	19	34:1	650	32	20:1	331	5	66:1
CALIFORNIA	8,995	374	24:1	7,176	269	27:1	4,706	205	23:1	7,175	312	23:1
COLORADO	7,970	483	16:1	993	133	7:1	1,784	111	16:1	922	41	23:1
CONNECTICUT	13,176	570	23:1	971	67	14:1	585	2	293:1	344	45	8:1
DELAWARE	3,157	63	38:1	319	32	10:1	92	4	23:1	259	23	11:1
DISTRICT OF COLUMBIA	727	120	6:1	75	16	4:1	90	39	2:1	39	6	5:1
FLORIDA	17,964	1,115	16:1	2,003	311	6:1	0	0		1,998	182	11:1
GEORGIA	17,902	1,411	13:1	1,078	274	6:1	109	0		864	96	9:1
HAWAII	437	35	12:1	300	45	7:1	147	26	5:1	289	15	19:1
IDAHO	541	21	26:1	441	9	49:1	290	10	19:1	281	0	
ILLINOIS	30,510	2,446	12:1	4,163	709	6:1	0	52	0:1	4,407	411	11:1
INDIANA	3,146	556	6:1	1,336	207	6:1	1,307	178	8:1	621	137	6:1
IOWA	5,395	365	15:1	993	176	6:1	719	115	6:1	936	65	14:1
KANSAS	4,111	419	10:1	717	123	6:1	759	101	8:1	561	14	40:1
KENTUCKY	2,437	202	12:1	1,297	73	16:1	1,425	107	13:1	617	21	40:1
LOUISIANA	4,131	545	6:1	1,569	262	6:1	1,299	88	15:1	776	46	16:1
MAINE	4,125	345	12:1	431	98	4:1	771	52	15:1	421	74	6:1
MARYLAND	4,104	396	10:1	1,467	179	6:1	3,455	393	9:1	680	54	16:1
MASSACHUSETTS	19,188	881	22:1	1,989	90	21:1	1,267	142	9:1	1,479	71	21:1
MICHIGAN	21,280	1,824	12:1	3,216	360	9:1	166	231	1:1	4,429	277	16:1
MINNESOTA	6,743	518	13:1	1,664	179	9:1	0	0		1,261	193	7:1
MISSISSIPPI	422	41	10:1	575	35	17:1	258	22	11:1	374	19	19:1
MISSOURI	7,363	667	11:1	1,800	135	7:1	638	90	7:1	607	63	10:1
MONTANA	775	0		250	0		396	0		107	0	
NEBRASKA	2,247	96	23:1	577	21	28:1	389	27	14:1	581	27	20:1
NEVADA	873	52	17:1	229	27	9:1	382	32	12:1	284	8	36:1
NEW HAMPSHIRE	1,240	81	15:1	358	34	11:1	213	37	6:1	157	7	24:1
NEW JERSEY	15,076	1,155	13:1	1,614	110	16:1	8,483	270	31:1	917	72	13:1
NEW MEXICO	2,510	-		456	-		1,289	-		353	-	
NEW YORK	45,197	5,118	9:1	5,211	1,100	5:1	7,944	1,304	6:1	3,702	276	13:1
NORTH CAROLINA	6,420	451	14:1	2,201	176	12:1	1,796	136	13:1	911	51	18:1
NORTH DAKOTA	368	30	12:1	227	36	6:1	23	6		226	14	16:1
OHIO	6,496	990	7:1	2,644	320	8:1	3,249	0		3,451	488	7:1
OKLAHOMA	1,154	139	8:1	634	60	10:1	1,407	124	11:1	418	39	11:1
OREGON	2,603	169	15:1	1,355	209	6:1	147	25	6:1	899	192	5:1
PENNSYLVANIA	16,322	1,298	13:1	3,955	504	8:1	0	0		2,033	190	11:1
PUERTO RICO	859	63	10:1	2,082	64	33:1	2,014	224	9:1	563	13	43:1
RHODE ISLAND	1,191	52	23:1	227	27	8:1	22	10	2:1	235	0	2350:1
SOUTH CAROLINA	5,845	265	22:1	1,199	140	9:1	365	35	10:1	723	73	10:1
SOUTH DAKOTA	377	0		249	0		408	0		227	0	
TENNESSEE	3,088	200	15:1	2,035	215	9:1	1,754	265	7:1	1,118	115	16:1
TEXAS	18,247	1,224	15:1	5,213	480	11:1	5,012	335	15:1	3,979	285	14:1
UTAH	11,878	388	31:1	849	24	36:1	1,536	145	11:1	306	17	18:1
VERMONT	352	51	7:1	259	18	14:1	182	20	9:1	89	7	13:1
VIRGINIA	7,024	704	10:1	1,476	210	7:1	4,124	297	14:1	640	81	8:1
WASHINGTON	3,686	202	18:1	1,398	86	16:1	1,893	103	18:1	1,147	45	25:1
WEST VIRGINIA	1,685	218	8:1	462	57	8:1	587	0		381	21	18:1
WISCONSIN	10,286	1,031	10:1	1,134	172	7:1	771	0		828	357	2:1
WYOMING	943	46	20:1	141	16	9:1	101	25	4:1	185	5	35:1
AMERICAN SAMOA	2	0		19	2	10:1	21	3	7:1	15	0	60:1
GUAM	59	4	15:1	59	8	7:1	126	10	13:1	24	5	5:1
NORTHERN MARIANAS	0	-		0	-		0	-		0	-	
TRUST TERRITORIES	0	-		0	-		0	-		0	-	
VIRGIN ISLANDS	9	-		0	-		25	-		0	-	
BUR. OF INDIAN AFFAIRS	211	24	9:1	37	1	49:1	176	12	14:1	59	2	27:1
U.S. & INSULAR AREAS	362,073	28,225	13:1	74,279	8,144	9:1	67,537	5,769	12:1	56,209	4,643	12:1
COMPLETE CASES	358,400	28,225	13:1	73,322	8,144	9:1	60,760	5,769	11:1	55,241	4,643	12:1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

NONCATEGORICAL TEACHERS ARE INCLUDED IN THE NUMBER OF TEACHERS FOR ALL HANDICAPPING CONDITIONS.

RATIOS FOR THE U.S. AND INSULAR AREAS ARE THE SUM OF ALL THE PUPIL AND TEACHER COUNTS WHETHER OR NOT EACH COUNT IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER COUNTS ARE AVAILABLE.

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	OTHER HEALTH IMPAIRED			VISUALLY HANDICAPPED			DEAF-BLIND		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	575	7	86:1	442	31	14:1	51	3	17:1
ALASKA	84	6	14:1	49	12	4:1	23	3	8:1
ARIZONA	746	79	9:1	392	40	9:1	0	-	
ARKANSAS	258	4	64:1	270	10	27:1	14	0	
CALIFORNIA	12,845	559	23:1	2,278	97	23:1	226	8	28:1
COLORADO	0	0		398	49	6:1	78	0	
CONNECTICUT	888	11	81:1	899	22	32:1	0	0	
DELAWARE	85	0		140	5	28:1	33	5	7:1
DISTRICT OF COLUMBIA	110	27	4:1	59	14	4:1	32	7	5:1
FLORIDA	1,718	342	5:1	771	157	5:1	75	18	4:1
GEORGIA	352	109	3:1	558	140	4:1	23	1	21:1
HAWAII	3	0		75	12	6:1	16	3	5:1
IDAHO	368	14	26:1	164	0		1	0	
ILLINOIS	1,885	0		1,418	200	5:1	105	0	
INDIANA	222	15	15:1	582	86	7:1	11	4	3:1
IOWA	200	24	8:1	207	32	6:1	71	25	3:1
KANSAS	371	23	16:1	278	43	6:1	10	0	
KENTUCKY	427	137	3:1	494	43	12:1	47	0	
LOUISIANA	1,774	162	11:1	580	71	8:1	27	3	9:1
MAINE	358	62	6:1	140	35	4:1	17	16	1:1
MARYLAND	672	62	11:1	606	100	6:1	52	10	5:1
MASSACHUSETTS	2,015	90	22:1	868	39	22:1	582	6	91:1
MICHIGAN	178	0		899	91	10:1	0	0	
MINNESOTA	779	28	28:1	418	53	8:1	26	3	9:1
MISSISSIPPI	4	0		220	9	26:1	40	1	40:1
MISSOURI	857	0		457	65	7:1	112	15	8:1
MONTANA	141	0		183	0		21	0	
NEBRASKA	0	0		182	7	27:1	8	0	
NEVADA	403	18	22:1	59	8	7:1	2	0	
NEW HAMPSHIRE	264	0		121	39	3:1	8	0	
NEW JERSEY	904	69	13:1	1,338	20	67:1	27	3	9:1
NEW MEXICO	81	-		146	-		6	-	
NEW YORK	7,959	486	16:1	1,861	363	5:1	125	0	
NORTH CAROLINA	1,281	164	8:1	694	115	6:1	42	5	8:1
NORTH DAKOTA	35	0		81	16	5:1	2	4	1:1
OHIO	0	0		965	92	11:1	26	498	6:1
OKLAHOMA	242	10	25:1	300	20	15:1	44	6	7:1
OREGON	574	125	5:1	680	45	15:1	59	10	6:1
PENNSYLVANIA	0	58	0:1	1,563	228	7:1	8	4	2:1
PUERTO RICO	1,970	12	164:1	2,767	17	163:1	62	14	4:1
RHODE ISLAND	154	7	22:1	69	4	18:1	14	0	
SOUTH CAROLINA	211	0		511	73	7:1	8	3	3:1
SOUTH DAKOTA	63	0		85	0		15	0	
TENNESSEE	1,444	115	13:1	714	80	9:1	25	5	5:1
TEXAS	7,031	195	36:1	2,126	159	13:1	153	76	2:1
UTAH	230	11	21:1	359	10	37:1	26	2	13:1
VERMONT	191	7	27:1	398	1	398:1	7	1	7:1
VIRGINIA	850	49	17:1	1,789	95	19:1	19	12	2:1
WASHINGTON	1,671	62	27:1	391	26	15:1	59	2	25:1
WEST VIRGINIA	273	21	13:1	300	26	12:1	15	1	30:1
WISCONSIN	596	0		435	73	6:1	32	7	5:1
WYOMING	255	5	53:1	62	5	13:1	7	0	33:1
AMERICAN SAMOA	2	0		2	0	8:1	6	1	6:1
GUAM	3	0		18	1	18:1	5	2	3:1
NORTHERN MARIANAS	0	-		0	-		0	-	
TRUST TERRITORIES	0	-		0	-		0	-	
VIRGIN ISLANDS	0	-		2	-		9	-	
BUR. OF INDIAN AFFAIRS	21	1	42:1	23	3	8:1	0	0	
U.S. & INSULAR AREAS	54,621	3,174	17:1	31,576	3,047	10:1	2,512	786	3:1
COMPLETE CASES	50,213	3,174	16:1	30,996	3,047	10:1	2,049	786	3:1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

NONCATEGORICAL TEACHERS ARE INCLUDED IN THE NUMBER OF TEACHERS FOR ALL HANDICAPPING CONDITIONS.

RATIOS FOR THE U.S. AND INSULAR AREAS ARE THE SUM OF ALL THE PUPIL AND TEACHER COUNTS WHETHER OR NOT EACH COUNT IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER COUNTS ARE AVAILABLE.

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1983-1984

BY HANDICAPPING CONDITION

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,142	19	1,033	4	390	4	2,170	5	299	5
ALASKA	694	15	391	3	54	2	64	6	43	0
ARIZONA	3,016	270	1,540	123	169	20	506	48	330	41
ARKANSAS	2,125	57	390	11	55	10	475	14	33	0
CALIFORNIA	15,693	0	6,770	0	3,924	0	1,175	0	374	0
COLORADO	3,236	21	1,367	0	455	4	598	0	463	9
CONNECTICUT	3,264	2	1,631	5	0	0	935	-15	570	7
DELAWARE	986	34	266	16	13	4	120	2	83	6
DISTRICT OF COLUMBIA	816	136	313	42	133	23	132	16	120	27
FLORIDA	7,856	1,247	2,242	277	0	0	1,903	346	1,115	346
GEORGIA	7,155	249	2,075	53	761	56	2,267	56	1,411	63
HAWAII	906	10	240	0	107	0	107	0	35	0
IDAHO	759	11	584	0	6	0	115	2	21	4
ILLINOIS	16,453	262	5,335	24	2,018	21	3,657	41	2,446	61
INDIANA	5,307	547	1,946	200	6	2	2,170	200	556	84
IOWA	3,703	131	1,166	35	16	0	949	20	365	36
KANSAS	2,660	38	630	7	0	0	555	2	419	13
KENTUCKY	4,096	298	1,007	56	473	32	1,309	65	202	27
LOUISIANA	6,068	294	2,733	84	443	25	1,342	56	545	46
MAINE	1,931	523	996	133	144	116	498	79	345	62
MARYLAND	5,026	443	1,596	27	138	10	835	59	396	40
MASSACHUSETTS	6,433	332	2,271	117	1,468	76	1,364	70	661	46
MICHIGAN	9,123	1,515	2,347	396	1,126	176	2,605	517	1,624	211
MINNESOTA	5,162	37	2,441	9	0	0	1,534	6	518	11
MISSISSIPPI	2,664	121	1,076	46	0	0	1,075	46	41	2
MISSOURI	6,075	663	2,321	263	969	115	1,622	131	667	195
MONTANA	760	5	0	0	0	0	0	0	0	0
NEBRASKA	1,372	5	549	0	396	3	247	0	96	2
NEVADA	775	20	482	2	21	2	126	4	52	5
NEW HAMPSHIRE	853	131	166	21	0	0	129	16	61	21
NEW JERSEY	7,998	0	5,174	0	126	0	716	0	1,155	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	26,759	3,748	7,112	996	2,257	316	3,160	445	5,118	717
NORTH CAROLINA	5,669	925	1,190	145	464	62	1,576	147	451	58
NORTH DAKOTA	645	35	250	6	189	3	265	3	30	11
OHIO	12,639	461	5,371	152	0	0	4,967	162	990	58
OKLAHOMA	3,362	166	1,451	46	486	42	1,022	43	139	21
OREGON	2,210	620	466	326	426	107	446	44	169	56
PENNSYLVANIA	11,354	264	2,907	47	1,320	36	3,113	62	1,298	56
PUERTO RICO	2,026	0	86	0	17	0	755	0	63	0
RHODE ISLAND	923	16	516	11	5	0	132	4	52	2
SOUTH CAROLINA	3,525	499	1,031	144	468	74	1,417	198	285	40
SOUTH DAKOTA	534	60	0	0	0	0	0	0	0	0
TENNESSEE	4,120	100	1,495	30	0	0	1,630	0	200	30
TEXAS	15,725	1,167	6,625	341	0	0	3,670	251	1,224	160
UTAH	1,531	362	541	98	77	42	179	49	368	95
VERMONT	567	32	239	1	2	2	221	4	51	11
VIRGINIA	5,692	265	2,665	140	71	7	1,356	35	704	45
WASHINGTON	2,692	394	1,311	172	65	16	611	66	202	26
WEST VIRGINIA	2,276	206	945	64	0	0	959	47	216	50
WISCONSIN	6,495	136	1,932	36	1,129	15	1,464	13	1,031	37
WYOMING	757	46	305	17	107	6	64	4	46	14
AMERICAN SAMOA	27	3	0	0	1	0	7	0	0	0
GUAM	149	13	40	6	13	0	66	7	4	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	324	41	153	12	45	7	56	9	24	7
U.S. & INSULAR AREAS	247,791	17,103	69,756	4,772	20,600	1,443	58,727	3,426	28,225	2,798

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1983-1984

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING & DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	83	0	107	1	21	0	7	0	31	0
ALASKA	19	1	41	2	7	1	6	0	12	1
ARIZONA	103	4	174	18	33	3	79	0	49	6
ARKANSAS	19	5	32	0	5	0	4	0	10	0
CALIFORNIA	269	0	205	0	312	0	559	0	97	0
COLORADO	133	0	111	8	41	0	0	0	49	0
CONNECTICUT	67	3	2	1	45	0	11	0	22	0
DELAWARE	32	1	4	0	23	0	0	0	5	0
DISTRICT OF COLUMBIA	18	2	39	8	8	3	27	0	14	0
FLORIDA	311	19	0	0	182	28	342	35	157	16
GEORGIA	274	7	0	0	96	4	109	4	140	7
HAWAII	0	0	28	0	15	0	0	0	12	0
IDAHO	9	0	16	5	0	0	14	0	0	0
ILLINOIS	709	7	52	3	411	4	0	8	260	0
INDIANA	207	19	178	17	137	12	15	3	86	8
IOWA	176	0	115	40	65	0	24	0	32	0
KANSAS	-	0	101	1	14	3	23	0	43	1
KENTUCKY	73	11	107	10	21	1	137	5	43	3
LOUISIANA	262	23	88	3	48	4	162	4	71	8
MAINE	98	37	52	33	74	15	82	15	35	20
MARYLAND	179	5	393	24	54	2	82	5	100	3
MASSACHUSETTS	90	5	142	7	71	4	90	5	39	2
MICHIGAN	360	87	231	2	277	75	0	0	91	42
MINNESOTA	179	1	0	0	193	0	28	0	53	2
MISSISSIPPI	35	4	22	0	19	1	0	0	9	1
MISSOURI	135	14	90	14	83	7	0	0	65	3
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	-	0	27	0	27	0	0	0	7	0
NEVADA	27	1	32	4	8	1	18	1	8	0
NEW HAMPSHIRE	-	5	37	6	7	0	0	0	39	5
NEW JERSEY	110	0	270	0	72	0	89	0	20	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	1,100	154	1,304	183	276	39	488	68	363	51
NORTH CAROLINA	0	22	136	12	51	8	164	284	115	22
NORTH DAKOTA	38	6	0	0	14	0	0	0	18	2
OHIO	-	12	0	0	488	4	0	0	92	9
OKLAHOMA	80	4	124	7	39	2	10	2	20	1
OREGON	289	34	25	4	192	11	125	13	45	16
PENNSYLVANIA	504	9	0	41	190	6	58	0	228	6
PUERTO RICO	64	0	224	0	13	0	12	0	17	0
RHODE ISLAND	27	0	10	0	0	0	7	0	4	0
SOUTH CAROLINA	140	20	35	5	73	10	0	0	73	7
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	215	15	265	10	115	0	115	5	80	10
TEXAS	480	158	335	70	285	17	195	12	159	15
UTAH	24	11	145	56	17	21	11	0	10	4
VERMONT	18	5	20	4	7	1	7	1	1	3
VIRGINIA	210	7	297	10	81	2	49	1	95	7
WASHINGTON	86	26	103	12	45	4	82	4	26	4
WEST VIRGINIA	57	9	0	0	21	8	21	0	26	6
WISCONSIN	0	5	0	0	357	5	0	0	73	0
WYOMING	16	2	25	2	5	1	5	0	5	1
AMERICAN SAMOA	2	0	3	0	0	0	0	0	0	0
GUAM	8	0	10	0	5	0	0	0	1	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	1	12	0	2	1	1	0	3	0
U.S. & INSULAR AREAS	7,253	759	5,769	621	4,643	303	3,174	481	3,047	289

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1983-1984

BY HANDICAPPING CONDITION

STATE	DEAF-BLIND		NONCATEGORICAL	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	3	0	0	0
ALASKA	3	0	34	0
ARIZONA	-	0	0	0
ARKANSAS	0	0	1,102	17
CALIFORNIA	8	0	0	0
COLORADO	0	0	0	0
CONNECTICUT	0	0	1	1
DELAWARE	5	0	413	5
DISTRICT OF COLUMBIA	7	2	7	15
FLORIDA	18	1	1,566	179
GEORGIA	1	0	0	0
HAWAII	3	0	315	10
IDAHO	0	0	0	0
ILLINOIS	0	0	1,567	113
INDIANA	4	2	0	0
IOWA	25	0	766	0
KANSAS	0	0	552	5
KENTUCKY	0	1	726	89
LOUISIANA	3	0	372	41
MAINE	16	11	11	0
MARYLAND	10	38	1,262	232
MASSACHUSETTS	6	0	0	0
MICHIGAN	0	0	263	5
MINNESOTA	3	0	233	6
MISSISSIPPI	1	0	384	21
MISSOURI	15	0	111	13
MONTANA	0	0	760	5
NEBRASKA	0	0	0	0
NEVADA	0	0	0	0
NEW HAMPSHIRE	0	0	360	58
NEW JERSEY	3	0	281	0
NEW MEXICO	-	-	-	-
NEW YORK	0	0	5,583	779
NORTH CAROLINA	5	3	1,357	164
NORTH DAKOTA	4	0	40	3
OHIO	498	59	94	5
OKLAHOMA	6	0	6	0
OREGON	10	0	95	9
PENNSYLVANIA	4	1	1,733	0
PUERTO RICO	14	0	739	0
RHODE ISLAND	0	0	188	0
SOUTH CAROLINA	3	1	0	0
SOUTH DAKOTA	0	0	534	80
TENNESSEE	5	0	0	0
TEXAS	76	3	2,275	120
UTAH	2	0	137	7
VERMONT	1	0	0	0
VIRGINIA	12	0	331	31
WASHINGTON	2	1	177	40
WEST VIRGINIA	1	1	30	4
WISCONSIN	7	0	332	27
WYOMING	0	0	158	0
AMERICAN SAMOA	1	0	13	3
GUAM	2	0	0	0
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	29	4
U.S. & INSULAR AREAS	766	123	24,919	2,090

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB5

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYEED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1983-84

STATE	ALL STAFF		SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,204	32	7	0	18	0	4	0	16	1
ALASKA	981	23	1	0	15	1	0	0	15	1
ARIZONA	3,821	310	73	9	53	7	3	0	23	8
ARKANSAS	1,769	137	84	22	6	5	1	0	11	5
CALIFORNIA	20,421	0	12	0	2	0	1	0	1	0
COLORADO	2,884	0	299	0	94	5	10	0	39	3
CONNECTICUT	2,138	199	272	16	25	3	4	0	24	4
DELAWARE	1,131	38	11	0	16	2	4	0	10	1
DISTRICT OF COLUMBIA	869	177	65	21	28	12	18	2	8	4
FLORIDA	8,252	820	245	44	102	42	5	15	78	45
GEORGIA	4,538	224	215	8	35	7	21	2	58	17
HAWAII	965	3	44	0	21	0	0	0	17	0
IDAHO	700	55	16	5	0	0	0	0	0	0
ILLINOIS	13,960	94	1,175	2	287	10	10	0	165	19
INDIANA	5,194	528	117	12	68	8	50	6	80	9
IOWA	2,961	95	194	0	32	25	6	0	54	36
KANSAS	3,323	47	97	2	40	2	0	0	23	6
KENTUCKY	3,371	185	53	5	13	4	0	1	24	12
LOUISIANA	9,039	452	184	18	81	28	10	2	28	45
MAINE	2,910	1,830	46	37	13	37	0	63	7	50
MARYLAND	5,931	432	144	17	102	15	18	1	89	14
MASSACHUSETTS	8,489	450	477	18	55	3	0	0	36	4
MICHIGAN	7,691	973	643	169	213	27	0	0	147	21
MINNESOTA	5,170	2	317	0	133	0	4	0	45	0
MISSISSIPPI	1,474	208	17	6	1	2	0	0	9	4
MISSOURI	3,084	71	56	0	36	9	0	0	26	7
MONTANA	749	6	5	0	5	0	0	0	5	0
NEBRASKA	482	5	2	0	14	1	0	0	19	1
NEVADA	591	66	3	0	5	2	1	0	7	2
NEW HAMPSHIRE	1,568	239	34	4	92	31	14	1	30	15
NEW JERSEY	11,967	0	894	0	81	0	8	0	60	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	15,292	2,620	0	0	0	0	0	0	0	0
NORTH CAROLINA	4,572	1,002	117	56	34	43	31	3	57	52
NORTH DAKOTA	476	24	31	4	15	2	6	0	12	2
OHIO	8,396	407	46	4	136	42	25	2	187	48
OKLAHOMA	2,967	63	41	0	18	2	1	0	32	3
OREGON	4,548	1,379	57	70	41	48	18	16	50	54
PENNSYLVANIA	11,657	392	168	4	81	20	147	2	162	12
PUERTO RICO	634	621	57	100	5	14	0	0	0	14
RHODE ISLAND	1,229	15	69	0	10	0	0	0	12	0
SOUTH CAROLINA	3,184	449	59	9	9	1	100	14	14	2
SOUTH DAKOTA	875	107	35	5	18	7	2	0	21	9
TENNESSEE	3,825	75	100	0	20	5	15	0	80	5
TEXAS	14,982	614	170	8	129	8	48	8	47	7
UTAH	1,392	462	56	6	10	9	2	0	14	8
VERMONT	757	73	11	0	3	3	2	0	3	3
VIRGINIA	8,331	176	309	8	106	8	15	0	84	5
WASHINGTON	3,654	739	54	46	113	20	1	2	71	20
WEST VIRGINIA	1,735	312	8	13	10	11	0	2	11	12
WISCONSIN	3,840	138	335	8	123	12	0	0	117	21
WYOMING	1,094	74	56	3	39	3	1	0	15	3
AMERICAN SAMOA	28	8	1	0	0	1	0	0	0	1
GUAM	186	8	5	0	4	0	1	0	3	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	445	60	9	3	2	1	0	1	3	3
U.S. & INSULAR AREAS	226,505	17,504	7,586	758	2,488	544	593	142	2,107	607

THE TOTAL FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB5

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYEED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1983-84

STATE	TEACHER AIDES		PHYSICAL EDUCATION COORDINATORS		SUPERVISORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	1,093	14	20	0	158	4	287	4	192	4
ALASKA	432	14	10	0	34	1	259	1	52	1
ARIZONA	1,865	166	66	9	126	10	927	36	294	23
ARKANSAS	366	27	11	6	178	5	608	19	20	3
CALIFORNIA	17,148	0	409	0	0	9	252	0	305	0
COLORADO	1,347	0	9	0	97	6	333	0	333	0
CONNECTICUT	270	95	27	7	215	7	296	13	388	16
DELAWARE	370	10	33	1	29	0	436	19	65	1
DISTRICT OF COLUMBIA	214	77	23	3	58	1	367	35	72	9
FLORIDA	3,551	237	119	14	344	22	1,349	63	463	58
GEORGIA	1,983	70	32	1	320	13	637	3	336	20
HAWAII	357	1	5	0	12	0	285	0	7	0
IDAHO	447	43	0	0	41	2	0	0	51	1
ILLINOIS	7,797	0	108	0	527	31	2,586	18	1,097	1
INDIANA	2,129	221	44	7	374	40	1,029	71	331	30
IOWA	1,150	0	4	0	101	0	220	0	339	3
KANSAS	2,174	27	19	0	81	1	137	3	331	2
KENTUCKY	1,070	84	244	4	115	3	1,083	11	77	14
LOUISIANA	3,826	97	276	30	224	3	3,039	24	254	46
MAINE	1,363	378	0	252	126	37	675	76	24	63
MARYLAND	2,866	181	114	11	232	10	1,636	55	167	27
MASSACHUSETTS	2,887	252	149	6	344	16	1,199	79	394	6
MICHIGAN	4,198	344	74	7	430	59	1,088	129	647	111
MINNESOTA	2,429	0	148	1	203	0	382	0	296	0
MISSISSIPPI	398	66	11	2	143	5	303	12	32	12
MISSOURI	2,158	0	0	0	330	16	72	5	30	0
MONTANA	393	0	8	0	38	0	8	0	104	3
NEBRASKA	0	0	0	0	44	0	0	0	72	0
NEVADA	324	38	15	3	25	1	28	1	76	6
NEW HAMPSHIRE	600	92	11	2	86	9	332	37	118	11
NEW JERSEY	2,765	0	209	0	453	0	2,424	0	845	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	7,305	1,823	0	0	2,542	508	3,416	663	2,029	406
NORTH CAROLINA	1,970	329	177	19	204	26	868	126	306	105
NORTH DAKOTA	265	0	10	2	59	3	0	0	41	3
OHIO	1,177	100	116	18	417	21	1,615	50	991	32
OKLAHOMA	566	29	245	3	99	4	1,611	11	74	3
OREGON	1,435	573	56	64	252	25	1,365	75	194	120
PENNSYLVANIA	4,855	156	106	6	659	12	4,176	122	665	26
PUERTO RICO	269	250	56	10	122	0	0	10	7	105
RHODE ISLAND	423	6	22	0	49	0	323	1	110	1
SOUTH CAROLINA	1,202	168	234	34	167	23	640	118	196	27
SOUTH DAKOTA	231	35	27	5	23	3	59	11	15	2
TENNESSEE	1,720	0	130	0	210	5	590	0	250	20
TEXAS	8,748	330	48	12	612	9	962	30	311	11
UTAH	661	246	9	4	68	19	197	47	136	64
VERMONT	165	22	56	11	66	0	202	0	29	0
VIRGINIA	2,605	72	51	4	266	6	1,402	19	413	11
WASHINGTON	1,236	256	46	16	155	28	409	190	385	48
WEST VIRGINIA	726	66	14	5	91	16	253	17	123	28
WISCONSIN	1,753	18	28	5	163	14	0	0	630	5
WYOMING	449	26	57	2	35	2	109	2	42	8
AMERICAN SAMOA	7	0	0	1	9	0	7	0	0	1
GUAM	93	0	3	0		0	18	2	10	1
NORTHERN MARIANAS	-	-	-	-		-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	165	19	6	1	46	3	115	4	11	6
U.S. & INSULAR AREAS	105,394	6,279	3,694	583	11,846	1,030	41,353	2,229	14,811	1,491

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GB5

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYEED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1983-84

STATE	DIAGNOSTIC STAFF		SPEECH PATHOLOGISTS		AUDIOLOGISTS		WORK-STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	6	0	390	4	9	1	0	0	5	0
ALASKA	10	0	115	4	3	0	9	1	26	0
ARIZONA	56	8	236	32	12	0	10	2	58	2
ARKANSAS	59	8	358	39	0	0	8	0	39	4
CALIFORNIA	15	0	2,166	0	29	0	29	0	61	0
COLORADO	0	0	0	0	23	0	0	0	0	0
CONNECTICUT	22	5	555	10	5	5	15	3	28	15
DELAWARE	59	2	69	1	1	0	8	0	29	1
DISTRICT OF COLUMBIA	1	8	0	1	5	1	2	0	8	3
FLORIDA	301	56	1,368	157	23	6	34	11	270	59
GEORGIA	49	25	761	56	38	1	5	1	28	3
HAWAII	163	2	39	0	3	0	6	0	7	0
IDAHO	0	0	103	5	3	1	0	0	0	0
ILLINOIS	88	0	0	0	42	2	121	8	39	3
INDIANA	25	7	821	82	16	7	37	4	73	24
IOWA	217	10	503	0	60	0	45	15	42	15
KANSAS	0	0	405	5	17	0	0	0	0	0
KENTUCKY	110	10	68	12	2	0	12	4	500	3
LOUISIANA	326	41	690	76	8	4	24	14	87	25
MAINE	165	503	211	211	55	10	64	25	121	86
MARYLAND	116	7	720	66	28	4	64	3	217	13
MASSACHUSETTS	0	0	848	60	0	0	0	0	101	5
MICHIGAN	130	90	0	0	26	2	17	6	56	7
MINNESOTA	156	0	861	1	11	0	167	0	0	0
MISSISSIPPI	75	20	400	73	5	0	1	2	78	4
MISSOURI	347	33	8	0	10	0	0	0	12	1
MONTANA	0	0	165	3	4	0	6	0	9	0
NEBRASKA	24	0	288	3	0	0	0	0	0	0
NEVADA	9	2	86	7	2	0	10	0	2	4
NEW HAMPSHIRE	33	5	184	29	4	0	3	0	26	4
NEW JERSEY	1,167	0	1,166	0	30	0	1,386	0	459	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	95	69	254	60	29	27	49	30	301	57
NORTH DAKOTA	-	0	0	0	5	1	0	0	19	9
OHIO	46	2	1,293	66	29	3	235	10	104	12
OKLAHOMA	99	5	0	0	9	0	32	3	121	2
OREGON	66	68	428	167	65	21	65	22	454	36
PENNSYLVANIA	241	4	164	10	34	0	44	7	156	11
PUERTO RICO	69	112	3	0	0	6	3	0	23	0
RHODE ISLAND	57	1	140	0	2	0	9	0	11	0
SOUTH CAROLINA	25	4	64	9	6	1	9	1	260	36
SOUTH DAKOTA	4	0	171	20	12	3	21	3	36	4
TENNESSEE	60	0	530	30	20	5	20	0	100	5
TEXAS	1,292	67	2,110	110	11	2	6	0	466	12
UTAH	10	4	166	46	8	2	1	4	13	4
VERMONT	13	3	174	16	16	5	17	0	0	6
VIRGINIA	107	4	716	36	19	0	30	2	209	3
WASHINGTON	66	12	390	62	16	3	34	6	666	26
WEST VIRGINIA	62	34	376	56	13	5	6	9	40	19
WISCONSIN	360	7	0	15	4	0	5	0	303	35
WYOMING	63	7	151	9	6	1	9	1	42	7
AMERICAN SAMOA	2	2	0	0	0	0	0	0	2	0
GUAM	19	0	10	5	4	0	2	0	6	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	2	45	6	1	1	0	2	2	6
U.S. & INSULAR AREAS	6,562	1,248	20,636	1,669	773	130	2,676	201	5,761	573

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS MAY NOT EQUAL THE SUM OF THE FTES FOR THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	58,168	24,056	1,174	902	60.94	28.51	1.39	1.16
ALASKA	9,231	1,173	323	9	85.98	10.93	3.01	0.08
ARIZONA	44,479	4,630	1,732	687	80.32	8.99	3.36	1.33
ARKANSAS	37,352	6,386	4,841	144	76.66	13.11	9.94	0.30
CALIFORNIA	245,569	111,731	3,402	0	68.08	30.90	0.94	0.00
COLORADO	33,149	9,470	2,282	128	73.62	21.03	5.07	0.28
CONNECTICUT	42,491	16,622	6,778	634	63.87	24.99	10.19	0.95
DELAWARE	5,372	5,759	2,423	30	39.55	42.40	17.84	0.22
DISTRICT OF COLUMBIA	2,377	3,166	1,298	228	33.91	44.31	18.52	3.25
FLORIDA	104,589	37,709	11,910	2,937	60.56	24.00	7.50	1.87
GEORGIA	83,086	22,430	2,976	546	76.20	20.57	2.73	0.50
HAWAII	4,970	7,116	668	0	38.97	55.79	5.24	0.00
IDAHO	11,501	5,211	671	570	64.06	29.03	3.74	3.17
ILLINOIS	152,210	66,648	24,241	1,305	62.28	27.27	9.92	0.53
INDIANA	69,844	28,356	5,605	833	68.05	25.60	5.46	0.81
IOWA	35,070	17,910	680	2,074	62.03	31.68	1.20	5.08
KANSAS	31,112	8,598	2,003	1,075	72.72	20.09	4.68	2.51
KENTUCKY	54,415	15,447	4,035	595	73.05	20.74	5.42	0.80
LOUISIANA	50,928	25,162	8,447	1,255	59.40	29.20	9.85	1.46
MAINE	21,028	4,107	1,110	821	77.67	15.17	4.13	3.03
MARYLAND	56,207	20,032	12,725	565	62.26	23.04	14.07	0.62
MASSACHUSETTS	99,171	25,698	5,582	1,440	75.19	19.48	4.23	1.09
MICHIGAN	101,747	51,135	3,079	904	64.53	32.43	2.46	0.57
MINNESOTA	59,036	15,078	4,456	269	74.88	19.13	5.65	0.34
MISSISSIPPI	39,322	10,327	947	193	77.42	20.33	1.86	0.38
MISSOURI	80,790	20,447	3,216	3,267	75.00	18.98	2.99	3.03
MONTANA	11,976	3,091	390	15	77.36	19.97	2.57	0.10
NEBRASKA	23,180	6,100	944	151	76.31	20.08	3.11	0.50
NEVADA	10,484	1,453	722	611	79.01	10.95	5.44	4.60
NEW HAMPSHIRE	11,761	2,600	860	114	77.71	17.10	4.36	0.75
NEW JERSEY	104,195	47,721	7,046	504	64.90	29.76	4.09	0.36
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	115,910	116,055	45,446	1,494	41.56	41.61	16.29	0.54
NORTH CAROLINA	101,922	15,679	3,707	3,723	81.52	12.54	2.96	2.98
NORTH DAKOTA	8,694	2,156	317	199	76.49	18.97	2.79	1.75
OHIO	126,957	58,101	14,425	1,667	63.12	28.88	7.17	0.83
OKLAHOMA	52,817	9,290	143	1,489	82.86	14.58	0.22	2.34
OREGON	38,963	5,239	934	680	85.04	11.43	2.04	1.48
PENNSYLVANIA	110,293	66,646	18,969	666	56.60	34.25	9.72	0.34
PUERTO RICO	11,638	12,242	12,513	584	31.47	33.11	33.84	1.58
RHODE ISLAND	11,683	4,873	1,564	140	63.98	26.69	8.57	0.77
SOUTH CAROLINA	57,108	11,307	3,350	628	70.09	15.62	4.63	0.87
SOUTH DAKOTA	8,982	2,087	542	53	77.01	17.09	4.65	0.45
TENNESSEE	83,228	17,473	1,431	1,721	80.14	16.82	1.38	1.66
TEXAS	225,413	55,342	11,414	3,919	76.36	18.75	3.87	1.02
UTAH	31,708	5,452	3,500	231	77.54	13.33	8.56	6.56
VERMONT	7,582	1,715	315	268	76.74	17.36	3.19	2.71
VIRGINIA	63,418	28,016	8,198	2,118	61.04	20.10	7.99	2.07
WASHINGTON	45,091	18,260	3,358	146	67.45	27.31	5.02	0.22
WEST VIRGINIA	33,336	6,957	1,236	106	80.07	16.71	2.97	0.25
WISCONSIN	64,603	5,250	2,478	430	88.79	7.22	3.41	0.59
WYOMING	10,939	1,872	323	5	83.24	14.26	2.46	0.04
AMERICAN SAMOA	153	8	59	0	69.55	3.64	26.82	0.00
GUAM	909	935	192	8	44.47	45.74	9.39	0.39
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	4,279	625	206	15	83.49	12.20	4.02	0.29
U.S. & INSULAR AREAS	2,910,515	1,070,427	260,601	43,156	67.93	24.98	6.08	1.01

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	23,510	520	0	157	97.10	2.17	0.00	0.05
ALASKA	5,920	278	38	0	94.94	4.45	0.61	0.00
ARIZONA	23,416	2,429	27	0	90.51	9.39	0.10	0.00
ARKANSAS	16,525	1,952	103	13	89.00	9.48	0.50	0.06
CALIFORNIA	142,464	50,383	713	0	70.68	28.96	0.35	0.00
COLORADO	18,664	1,519	10	11	92.38	7.52	0.05	0.05
CONNECTICUT	23,075	5,287	909	29	78.75	18.04	3.10	0.10
DELAWARE	2,540	3,550	590	2	38.01	53.13	8.83	0.03
DISTRICT OF COLUMBIA	670	1,793	262	4	29.89	81.05	9.92	0.14
FLORIDA	45,657	12,332	477	11	78.08	21.09	0.82	0.02
GEORGIA	32,113	2,945	9	4	91.57	8.40	0.03	0.01
HAWAII	2,661	5,113	43	0	34.21	65.24	0.55	0.00
IDAHO	6,553	1,935	0	0	77.20	22.80	0.00	0.00
ILLINOIS	78,560	22,624	1,585	27	74.44	23.00	1.07	0.03
INDIANA	23,760	8,274	60	0	78.95	28.05	0.20	0.00
IOWA	17,615	3,447	2	7	83.75	16.21	0.01	0.03
KANSAS	15,913	1,337	37	66	91.25	8.13	0.22	0.40
KENTUCKY	9,917	1,827	102	29	83.51	15.39	0.80	0.24
LOUISIANA	27,040	11,927	568	51	68.78	29.68	1.41	0.13
MAINE	8,120	1,119	42	178	85.85	11.82	0.44	1.88
MARYLAND	31,560	13,734	1,743	45	67.03	29.17	3.70	0.10
MASSACHUSETTS	35,008	9,071	1,971	508	75.19	19.48	4.23	1.09
MICHIGAN	41,575	17,121	166	77	70.51	29.04	0.32	0.13
MINNESOTA	31,669	3,668	275	15	88.09	10.38	0.77	0.04
MISSISSIPPI	15,998	2,427	81	4	86.38	13.10	0.44	0.02
MISSOURI	36,877	3,827	26	550	89.12	9.45	0.06	1.36
MONTANA	8,126	1,294	5	0	82.81	17.43	0.07	0.00
NEBRASKA	10,653	1,167	54	0	89.09	9.67	0.45	0.00
NEVADA	6,808	488	9	2	94.32	5.05	0.08	0.03
NEW HAMPSHIRE	6,016	757	53	4	90.78	8.57	0.60	0.05
NEW JERSEY	36,354	25,666	1,234	83	58.50	39.49	1.88	0.13
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	71,928	55,862	5,557	114	53.09	41.87	4.16	0.09
NORTH CAROLINA	51,032	2,734	22	946	93.23	4.99	0.04	1.73
NORTH DAKOTA	4,518	193	9	16	95.40	4.08	0.19	0.34
OHIO	69,561	11,698	209	18	83.50	16.02	0.40	0.02
OKLAHOMA	27,177	1,155	25	17	95.70	4.07	0.09	0.06
OREGON	22,698	926	12	1	96.03	3.92	0.05	0.00
PENNSYLVANIA	36,545	26,421	1,944	114	57.51	39.42	2.90	0.17
PUERTO RICO	2,135	66	76	0	93.08	2.90	3.42	0.00
RHODE ISLAND	6,228	3,284	363	6	69.24	27.64	3.05	0.07
SOUTH CAROLINA	28,574	1,553	339	5	91.59	6.91	1.47	0.02
SOUTH DAKOTA	3,718	261	14	2	92.60	7.00	0.35	0.05
TENNESSEE	36,614	4,500	9	35	89.54	10.38	0.00	0.08
TEXAS	134,268	21,932	1,667	79	84.89	13.87	1.19	0.05
UTAH	12,213	1,426	107	15	88.75	10.36	0.78	0.11
VERMONT	3,265	34	15	10	98.24	1.02	0.45	0.30
VIRGINIA	27,773	10,542	1,763	35	69.24	26.28	4.40	0.09
WASHINGTON	24,624	8,276	151	9	74.46	25.03	0.46	0.03
WEST VIRGINIA	14,595	1,073	35	1	92.94	6.83	0.22	0.01
WISCONSIN	27,670	772	51	0	97.11	2.71	0.18	0.00
WYOMING	5,650	862	37	0	86.27	13.16	0.56	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	332	262	0	0	54.07	45.93	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,695	110	0	0	96.08	3.92	0.00	0.00
U.S. & INSULAR AREAS	1,363,654	379,669	23,696	3,304	77.27	21.21	1.33	0.18

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983–1984

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	17,139	87	1	41	99.25	0.50	0.01	0.24
ALASKA	2,514	276	197	0	84.16	9.24	6.60	0.00
ARIZONA	9,913	901	141	0	89.83	8.89	1.28	0.00
ARKANSAS	9,333	500	352	17	91.48	4.90	3.45	0.17
CALIFORNIA	84,903	5,115	161	0	94.15	5.67	0.18	0.00
COLORADO	6,932	604	162	1	89.83	7.80	2.35	0.01
CONNECTICUT	10,717	970	1,052	4	84.05	7.67	8.25	0.03
DELAWARE	1,465	135	0	0	91.56	8.44	0.00	0.00
DISTRICT OF COLUMBIA	1,351	27[illegible]	40	11	82.73	14.15	2.45	0.67
FLORIDA	47,641	434	74	44	98.85	0.90	0.15	0.09
GEORGIA	25,487	166	84	43	98.86	0.65	0.33	0.17
HAWAII	2,878	33	1	0	98.38	1.57	0.05	0.00
IDAHO	4,354	65	0	0	98.53	1.47	0.00	0.00
ILLINOIS	67,046	4,447	773	10	92.76	6.15	1.07	0.01
INDIANA	41,044	0	301	0	99.27	0.00	0.73	0.00
IOWA	11,262	550	0	2,694	77.64	3.79	0.00	18.57
KANSAS	12,617	168	295	101	95.78	1.21	2.24	0.77
KENTUCKY	23,280	2,243	214	3	90.42	8.74	0.83	0.01
LOUISIANA	19,280	1,249	56	7	93.41	6.08	0.46	0.03
MAINE	5,344	991	20	92	82.89	15.37	0.31	1.43
MARYLAND	21,350	2,870	820	26	86.56	10.62	2.51	0.11
MASSACHUSETTS	22,807	5,911	1,264	330	75.19	19.49	4.23	1.09
MICHIGAN	39,221	3,494	71	293	91.04	8.11	0.16	0.68
MINNESOTA	16,333	2,842	87	6	85.66	13.86	0.46	0.03
MISSISSIPPI	16,374	903	243	1	93.45	5.15	1.39	0.01
MISSOURI	31,065	1,207	11	514	94.72	3.68	0.03	1.57
MONTANA	4,654	90	1	0	97.92	2.06	0.[illegible]	0.00
NEBRASKA	8,210	580	6	0	93.34	6.59	0.07	0.00
NEVADA	2,790	164	0	141	90.15	5.30	0.00	4.56
NEW HAMPSHIRE	2,109	454	35	64	70.64	16.93	1.30	3.13
NEW JERSEY	58,460	1,241	459	9	97.16	2.06	0.76	0.01
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	30,934	4,638	4,104	1	77.96	11.69	10.34	0.00
NORTH CAROLINA	26,376	207	17	166	98.54	0.77	0.06	0.62
NORTH DAKOTA	3,531	186	3	18	94.46	4.98	0.08	0.48
OHIO	56,196	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	19,225	125	12	986	94.47	0.61	0.06	4.86
OREGON	11,149	407	11	7	96.33	3.52	0.10	0.06
PENNSYLVANIA	59,657	728	103	246	96.23	1.19	0.17	0.41
PUERTO RICO	565	302	774	54	30.09	18.47	47.34	3.30
RHODE ISLAND	2,796	42	273	0	89.66	1.35	8.77	0.00
SOUTH CAROLINA	19,725	85	94	0	99.18	0.43	0.47	0.00
SOUTH DAKOTA	4,003	651	12	0	82.26	17.49	0.25	0.00
TENNESSEE	31,111	293	2	21	98.99	0.93	0.01	0.07
TEXAS	66,914	5,134	425	14	92.31	7.06	6.59	0.02
UTAH	8,876	3	150	22	96.07	0.03	1.66	0.24
VERMONT	2,270	410	4	195	76.65	14.24	0.14	6.77
VIRGINIA	27,676	749	2,020	258	90.20	2.42	6.54	0.83
WASHINGTON	13,446	445	161	19	95.56	3.16	1.14	0.14
WEST VIRGINIA	12,880	17	0	8	99.87	0.13	0.00	0.00
WISCONSIN	15,595	0	7	0	99.96	0.00	0.04	0.00
WYOMING	3,751	60	35	0	97.53	1.56	0.91	0.00
AMERICAN SAMOA	4	0	0	0	100.00	0.00	0.00	0.00
GUAM	226	39	0	0	85.39	14.61	0.00	0.00
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	1,274	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	1,645,167	53,332	15,010	6,463	93.32	4.76	1.34	0.56

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	13,147	20,807	223	166	38.21	60.65	0.65	0.48
ALASKA	196	256	17	2	41.81	54.35	3.61	0.42
ARIZONA	4,905	556	286	0	85.35	9.67	4.98	0.00
ARKANSAS	8,337	3,412	3,304	69	55.13	22.56	21.85	0.46
CALIFORNIA	849	25,915	246	0	3.14	95.95	0.91	0.00
COLORADO	963	3,158	1,261	0	17.89	58.66	23.43	0.00
CONNECTICUT	704	3,075	740	06	13.01	71.69	13.02	1.59
DELAWARE	283	836	716	5	15.38	45.43	38.91	0.27
DISTRICT OF COLUMBIA	61	702	514	30	4.87	53.71	39.33	2.30
FLORIDA	1,645	16,053	7,095	520	8.80	63.42	28.03	2.05
GEORGIA	11,698	14,243	1,500	40	41.27	53.00	5.58	0.15
HAWAII	33	1,007	229	0	2.48	80.20	17.23	0.00
IDAHO	108	2,559	285	0	3.66	86.69	9.65	0.00
ILLINOIS	2,407	23,856	8,683	29	6.88	68.21	24.83	0.08
INDIANA	3,164	17,321	2,985	82	13.43	73.54	12.67	0.35
IOWA	2,762	9,224	194	56	22.97	75.38	1.59	0.46
KANSAS	829	5,047	207	252	12.42	70.67	4.47	3.93
KENTUCKY	6,883	8,096	1,338	90	42.28	49.72	8.10	0.59
LOUISIANA	1,529	6,895	4,649	203	11.43	52.30	34.78	1.52
MAINE	3,545	717	491	141	72.44	14.65	10.03	2.88
MARYLAND	984	2,802	3,008	21	12.92	36.80	50.01	0.28
MASSACHUSETTS	21,024	5,448	1,183	305	78.19	19.48	4.23	1.09
MICHIGAN	6,200	16,734	1,651	111	25.73	69.45	4.36	0.46
MINNESOTA	5,170	6,308	1,762	8	30.02	47.01	13.30	0.06
MISSISSIPPI	6,430	6,439	488	72	47.91	47.90	3.58	0.54
MISSOURI	5,809	11,151	2,416	376	29.41	56.46	12.23	1.90
MONTANA	330	1,049	50	0	23.09	73.41	3.50	0.00
NEBRASKA	3,268	1,943	330	0	58.98	35.07	5.96	0.00
NEVADA	144	459	315	75	14.58	46.22	31.72	7.55
NEW HAMPSHIRE	411	650	235	7	31.54	49.88	16.04	0.54
NEW JERSEY	672	7,491	894	36	7.39	82.38	9.83	0.40
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,231	21,172	11,471	69	6.38	60.56	32.61	0.[illegible]
NORTH CAROLINA	17,619	8,642	1,237	465	63.27	30.09	4.39	1.65
NORTH DAKOTA	196	1,549	128	11	10.40	82.22	6.79	0.58
OHIO	6,096	36,035	9,468	28	14.55	68.35	17.05	0.05
OKLAHOMA	5,453	6,114	24	57	46.81	52.49	0.21	0.49
OREGON	1,353	2,151	377	4	34.03	55.37	9.70	0.10
PENNSYLVANIA	4,579	30,411	7,996	174	10.81	76.46	18.53	0.40
PUERTO RICO	7,406	8,239	6,053	99	33.98	37.80	27.77	0.45
RHODE ISLAND	66	923	375	2	4.83	67.57	27.45	0.15
SOUTH CAROLINA	11,486	7,326	1,952	407	54.25	34.60	9.22	1.92
SOUTH DAKOTA	777	512	198	5	52.06	34.32	13.27	0.34
TENNESSEE	9,565	6,897	427	32	50.60	46.97	2.25	0.17
TEXAS	7,349	13,596	4,350	55	20.99	53.63	17.16	0.22
UTAH	750	1,798	544	9	24.19	57.98	17.54	0.29
VERMONT	1,423	1,041	42	43	55.83	40.04	1.65	1.69
VIRGINIA	2,556	11,402	1,260	400	16.37	73.01	8.07	2.56
WASHINGTON	2,724	5,142	1,030	23	30.34	57.27	12.14	0.26
WEST VIRGINIA	4,594	4,650	692	4	44.43	48.91	6.63	0.64
WISCONSIN	6,732	2,399	1,513	0	69.06	16.97	11.97	0.00
WYOMING	213	545	133	1	23.66	61.10	14.91	0.11
AMERICAN SAMOA	3	6	40	0	6.98	0.00	93.02	0.00
GUAM	293	475	87	0	34.27	55.56	10.16	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	71	353	86	7	13.68	66.02	16.96	1.35
U.S. & INSULAR AREAS	211,739	400,801	97,340	4,705	29.63	56.09	13.62	0.66

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3,375	1,107	283	102	60.22	23.99	5.72	2.00
ALASKA	171	142	24	0	49.05	41.40	7.00	1.75
ARIZONA	4,533	462	335	0	85.85	8.07	0.29	3.00
ARKANSAS	343	243	40	4	54.44	38.57	0.35	0.03
CALIFORNIA	859	5,852	1,880	0	0.99	80.07	21.94	0.00
COLORADO	5,033	2,060	195	69	63.20	33.48	2.45	0.07
CONNECTICUT	6,401	4,317	2,773	377	48.47	30.95	19.00	2.70
DELAWARE	1,004	1,103	647	11	35.84	41.17	22.90	0.39
DISTRICT OF COLUMBIA	4	320	275	122	0.55	44.64	37.63	10.70
FLORIDA	6,476	5,884	2,688	710	47.71	33.12	15.13	4.03
GEORGIA	13,054	4,071	430	209	73.45	22.91	2.46	1.18
HAWAII	57	313	58	0	13.32	73.13	13.55	0.00
IDAHO	84	428	41	7	11.03	79.30	7.50	1.20
ILLINOIS	9,725	10,985	10,156	88	31.50	35.32	32.69	0.29
INDIANA	1,037	1,594	470	34	33.01	50.75	15.15	1.08
IOWA	2,234	3,000	121	32	41.41	55.70	2.24	0.59
KANSAS	1,845	1,377	301	583	45.12	33.60	7.36	13.84
KENTUCKY	444	841	000	95	22.42	32.37	40.46	4.00
LOUISIANA	1,011	2,310	808	60	24.07	55.13	19.23	1.57
MAINE	2,966	690	303	156	71.95	16.02	7.35	3.76
MARYLAND	609	612	2,424	06	10.05	20.45	61.04	1.06
MASSACHUSETTS	13,565	3,521	704	197	75.19	19.49	4.23	1.00
MICHIGAN	11,001	0,099	1,852	289	51.79	38.13	6.72	1.30
MINNESOTA	3,260	1,462	1,030	179	48.48	21.70	27.16	2.06
MISSISSIPPI	207	163	20	7	48.71	43.00	0.59	1.05
MISSOURI	4,005	2,771	175	759	56.40	32.56	2.06	0.92
MONTANA	441	313	19	2	56.90	40.39	2.45	0.26
NEBRASKA	420	1,529	147	151	16.09	00.05	6.54	6.72
NEVADA	457	270	0	62	57.92	34.22	0.00	7.06
NEW HAMPSHIRE	625	395	162	5	51.76	32.73	15.08	0.41
NEW JERSEY	3,906	7,110	3,348	277	20.00	48.56	22.67	1.09
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	6,268	23,965	13,189	625	14.20	54.13	29.79	1.67
NORTH CAROLINA	3,679	2,569	445	1,201	46.61	32.54	5.64	15.21
NORTH DAKOTA	234	91	34	8	63.76	24.80	9.26	2.18
OHIO	308	2,780	3,159	249	4.74	42.80	48.63	3.83
OKLAHOMA	229	709	23	69	21.61	67.52	2.19	0.48
OREGON	1,269	943	139	111	51.54	38.30	5.65	4.51
PENNSYLVANIA	3,944	7,607	4,293	38	24.63	47.90	27.03	0.24
PUERTO RICO	407	117	46	5	70.76	20.35	0.00	0.87
RHODE ISLAND	370	525	254	22	31.95	44.60	21.58	1.87
SOUTH CAROLINA	3,776	1,704	286	19	64.66	30.16	4.89	0.33
SOUTH DAKOTA	153	144	64	8	41.46	39.02	17.34	2.17
TENNESSEE	1,358	1,152	441	76	44.63	38.03	14.56	2.58
TEXAS	9,236	5,759	1,716	992	52.14	32.57	9.69	5.60
UTAH	9,088	1,802	860	123	76.54	15.18	7.24	1.04
VERMONT	303	15	82	5	74.61	3.70	20.25	1.23
VIRGINIA	1,935	3,180	1,446	456	27.58	45.32	20.61	6.50
WASHINGTON	1,740	1,536	302	21	47.53	42.01	9.89	0.57
WEST VIRGINIA	660	623	141	5	52.79	36.24	8.66	0.31
WISCONSIN	9,616	1,152	347	0	86.75	10.16	3.07	0.00
WYOMING	611	333	78	1	66.31	27.23	6.36	0.06
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	9	32	0	0	21.95	76.05	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	61	114	36	0	26.91	54.03	17.06	3.09
U.S. & INSULAR AREAS	157,920	139,983	60,659	6,914	44.04	36.51	16.96	2.46

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	356	307	397	25	32.81	28.29	36.59	2.30
ALASKA	113	61	3	1	63.48	34.27	1.69	0.56
ARIZONA	541	54	435	0	52.52	5.24	42.23	0.00
ARKANSAS	315	81	259	0	48.09	12.37	39.54	0.00
CALIFORNIA	1,482	4,689	26	0	23.91	75.67	0.42	0.00
COLORADO	558	282	143	1	56.71	28.66	14.53	0.10
CONNECTICUT	416	148	384	7	43.56	15.50	40.21	0.73
DELAWARE	34	29	160	1	15.18	12.95	71.43	0.45
DISTRICT OF COLUMBIA	55	16	2	2	73.33	21.33	2.67	2.67
FLORIDA	107	1,377	614	0	5.10	65.63	29.27	0.00
GEORGIA	591	423	742	6	33.54	24.01	42.11	0.34
HAWAII	63	146	65	0	22.99	53.28	23.72	0.00
IDAHO	219	77	145	0	49.66	17.46	32.88	0.00
ILLINOIS	1,107	2,197	485	2	29.20	57.95	12.79	0.05
INDIANA	327	426	550	0	25.10	32.69	42.21	0.00
IOWA	381	369	237	6	38.37	37.16	23.87	0.60
KANSAS	270	136	301	11	37.60	18.94	41.92	1.53
KENTUCKY	260	255	589	2	23.51	23.06	53.25	0.18
LOUISIANA	382	628	581	33	23.52	38.67	35.78	2.03
MAINE	219	67	116	29	50.81	15.55	26.91	6.73
MARYLAND	672	240	568	5	45.35	16.16	38.25	0.34
MASSACHUSETTS	1,388	359	77	21	75.23	19.46	4.17	1.14
MICHIGAN	1,187	1,848	14	5	38.87	60.51	0.46	0.16
MINNESOTA	951	421	285	1	57.36	25.39	17.19	0.06
MISSISSIPPI	185	92	38	0	58.73	29.21	12.06	0.00
MISSOURI	1,031	376	233	151	57.57	20.99	13.01	8.43
MONTANA	91	54	105	0	36.40	21.60	42.00	0.00
NEBRASKA	140	143	326	0	22.99	23.48	53.53	0.00
NEVADA	49	108	0	2	30.82	67.92	0.00	1.26
NEW HAMPSHIRE	226	108	27	0	62.60	29.92	7.48	0.00
NEW JERSEY	415	700	260	12	29.92	50.47	18.75	0.87
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,376	1,180	2,476	5	27.32	23.43	49.16	0.10
NORTH CAROLINA	1,121	241	906	25	48.89	10.51	39.51	1.09
NORTH DAKOTA	110	65	61	135	29.35	17.52	16.44	36.39
OHIO	721	1,540	377	6	27.27	58.25	14.26	0.23
OKLAHOMA	232	262	20	19	43.53	49.16	3.75	3.56
OREGON	1,016	196	201	25	70.65	13.63	13.98	1.74
PENNSYLVANIA	2,093	838	1,134	38	51.01	20.42	27.64	0.93
PUERTO RICO	377	644	1,234	36	16.46	28.11	53.86	1.57
RHODE ISLAND	51	13	163	0	22.47	5.73	71.81	0.00
SOUTH CAROLINA	629	286	280	4	52.46	23.85	23.35	0.33
SOUTH DAKOTA	113	27	43	0	61.75	14.75	23.50	0.00
TENNESSEE	1,144	546	391	6	54.82	26.16	18.74	0.29
TEXAS	1,240	1,828	653	34	33.02	48.68	17.39	0.91
UTAH	378	13	347	1	51.15	1.76	46.96	0.14
VERMONT	149	18	62	1	64.78	7.83	26.96	0.43
VIRGINIA	815	495	134	33	55.18	33.51	9.07	2.23
WASHINGTON	530	579	246	28	38.32	41.87	17.79	2.02
WEST VIRGINIA	158	142	8	0	51.30	46.10	2.60	0.00
WISCONSIN	738	136	236	0	66.49	12.25	21.26	0.00
WYOMING	91	24	5	0	75.83	20.00	4.17	0.00
AMERICAN SAMOA	0	8	1	0	0.00	88.89	11.11	0.00
GUAM	14	46	0	0	23.33	76.67	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	35	0	1	1	94.59	0.00	2.70	2.70
U.S. & INSULAR AREAS	27,262	25,344	17,146	720	38.68	35.96	24.33	1.02

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983–1984

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	50	833	86	51	4.90	81.67	8.43	5.00
ALASKA	78	76	16	0	45.88	44.71	9.41	0.00
ARIZONA	511	81	329	0	55.48	8.79	35.72	0.00
ARKANSAS	143	137	344	26	22.00	21.08	52.92	4.00
CALIFORNIA	225	4,247	234	0	4.78	90.25	4.97	0.00
COLORADO	340	991	266	7	20.94	61.02	17.61	0.43
CONNECTICUT	64	377	298	18	10.84	48.65	38.19	2.32
DELAWARE	0	4	55	0	0.00	6.78	93.22	0.00
DISTRICT OF COLUMBIA	0	10	37	43	0.00	11.11	41.11	47.78
FLORIDA	0	0	0	0	–	–	–	–
GEORGIA	0	0	0	0	–	–	–	–
HAWAII	0	108	66	0	0.00	62.07	37.93	0.00
IDAHO	0	51	106	141	0.00	17.11	35.57	47.32
ILLINOIS	0	0	0	0	–	–	–	–
INDIANA	5	408	747	4	0.43	35.05	64.18	0.34
IOWA	4	678	37	0	0.56	94.30	5.15	0.00
KANSAS	12	283	292	57	1.66	43.94	45.34	0.85
KENTUCKY	79	575	564	28	6.34	46.15	45.26	2.25
LOUISIANA	49	310	619	12	4.95	31.31	62.53	1.21
MAINE	366	335	27	45	47.46	43.23	3.48	5.81
MARYLAND	240	321	2,768	31	7.10	9.50	82.49	0.92
MASSACHUSETTS	2,161	566	123	33	75.13	19.50	4.24	1.14
MICHIGAN	131	1,113	451	8	7.69	65.36	26.48	0.47
MINNESOTA	0	0	0	0	–	–	–	–
MISSISSIPPI	34	131	40	22	14.98	57.71	17.62	9.69
MISSOURI	106	335	75	225	14.30	45.21	10.12	30.36
MONTANA	79	239	76	2	19.95	60.35	19.19	0.51
NEBRASKA	0	362	3	0	0.00	[illegible].18	6.82	0.00
NEVADA	46	18	276	41	12.07	4.72	72.44	10.76
NEW HAMPSHIRE	18	93	66	4	8.67	45.61	43.35	1.97
NEW JERSEY	354	1,944	1,077	43	10.36	56.88	31.51	1.26
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	370	1,826	5,648	129	4.76	20.94	72.64	1.66
NORTH CAROLINA	246	602	768	219	13.41	32.81	41.85	11.93
NORTH DAKOTA	0	0	0	0	–	–	–	–
OHIO	65	2,560	560	44	2.62	76.79	17.24	1.35
OKLAHOMA	66	704	30	166	8.70	71.26	3.04	17.00
OREGON	72	475	24	46	11.67	76.99	3.89	7.46
PENNSYLVANIA	0	0	42	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	7	100	0	0.00	6.54	93.46	0.00
RHODE ISLAND	1	6	15	0	4.55	27.27	68.18	0.00
SOUTH CAROLINA	44	32	137	152	12.05	8.77	37.53	41.64
SOUTH DAKOTA	137	217	121	6	26.46	45.11	25.16	1.25
TENNESSEE	146	1,463	3	46	8.61	86.27	0.18	2.74
TEXAS	961	2,133	1,604	84	20.43	44.42	33.40	1.75
UTAH	24	283	1,214	6	1.57	16.53	79.50	0.39
VERMONT	36	136	5	5	19.76	74.73	2.75	2.75
VIRGINIA	208	1,096	1,163	116	6.05	42.43	45.03	4.49
WASHINGTON	259	916	606	17	12.95	45.60	40.40	0.85
WEST VIRGINIA	209	81	66	13	56.33	21.83	18.33	3.50
WISCONSIN	123	350	0	0	26.00	74.00	0.00	0.00
WYOMING	47	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	8	0	0.00	0.00	100.00	0.00
GUAM	0	10	160	6	0.00	6.62	86.21	5.17
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	49	47	73	7	27.64	26.70	41.48	3.98
U.S. & INSULAR AREAS	6,262	27,392	21,629	1,985	13.96	46.28	36.54	3.22

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	197	146	0	62	48.04	36.05	0.00	15.31
ALASKA	149	41	16	0	72.33	19.90	7.77	0.00
ARIZONA	443	41	50	0	82.96	7.68	9.36	0.00
ARKANSAS	94	15	221	1	28.40	4.53	66.77	0.30
CALIFORNIA	2,791	4,364	23	0	38.68	60.80	0.32	0.00
COLORADO	397	224	110	39	51.56	29.09	14.29	5.06
CONNECTICUT	129	133	91	15	35.05	36.14	24.73	4.08
DELAWARE	22	25	206	2	8.03	9.80	80.78	0.78
DISTRICT OF COLUMBIA	0	1	38	0	0.00	2.56	97.44	0.00
FLORIDA	566	1,303	375	25	24.94	57.43	16.53	1.10
GEORGIA	263	528	29	61	29.35	59.93	3.29	6.92
HAWAII	28	125	121	0	10.22	45.62	44.16	0.00
IDAHO	143	24	0	114	50.89	8.54	0.00	40.57
ILLINOIS	449	1,524	1,989	277	10.59	35.95	46.92	6.53
INDIANA	195	244	219	0	29.64	37.08	33.28	0.00
IOWA	462	372	7	75	51.50	39.74	9.75	8.01
KANSAS	268	81	192	8	48.82	14.75	34.97	1.46
KENTUCKY	276	201	99	146	38.40	27.76	13.67	20.17
LOUISIANA	179	298	266	21	23.43	39.01	34.82	2.75
MAINE	208	105	42	65	49.52	25.00	10.00	15.48
MARYLAND	269	110	364	135	30.64	12.53	41.46	15.38
MASSACHUSETTS	1,091	262	62	16	75.19	19.43	4.27	1.10
MICHIGAN	1,628	2,462	231	118	39.41	53.07	4.98	2.54
MINNESOTA	792	371	105	13	61.83	28.96	8.20	1.01
MISSISSIPPI	111	130	22	86	31.81	37.25	6.30	24.64
MISSOURI	623	562	79	178	43.20	38.97	5.46	12.34
MONTANA	63	16	2	6	77.57	14.95	1.67	5.61
NEBRASKA	198	361	2	0	35.29	64.35	0.36	0.00
NEVADA	132	24	65	43	50.00	9.09	24.62	16.29
NEW HAMPSHIRE	101	38	11	4	65.58	24.68	7.14	2.60
NEW JERSEY	357	320	224	15	38.97	34.93	24.45	1.64
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	860	825	1,308	69	24.57	23.03	50.47	1.93
NORTH CAROLINA	553	235	25	157	57.01	24.23	2.56	16.19
NORTH DAKOTA	39	56	30	7	29.10	43.28	22.39	5.22
OHIO	548	1,163	402	1,316	15.68	34.28	11.65	38.19
OKLAHOMA	188	126	1	46	52.08	34.90	0.28	12.74
OREGON	568	73	104	189	60.81	7.82	11.13	20.24
PENNSYLVANIA	220	544	1,191	30	11.08	27.41	60.00	1.51
PUERTO RICO	63	1,627	11	173	3.04	88.09	0.53	6.34
RHODE ISLAND	96	57	76	4	40.85	24.26	33.19	1.70
SOUTH CAROLINA	377	175	144	25	52.29	24.27	19.97	3.47
SOUTH DAKOTA	36	36	55	2	27.46	29.01	41.98	1.53
TENNESSEE	383	467	6	263	34.23	41.73	0.54	23.50
TEXAS	1,491	1,273	322	486	41.74	35.64	9.01	13.61
UTAH	129	64	56	14	45.58	29.66	19.79	4.95
VERMONT	26	34	49	5	22.61	29.82	42.98	4.39
VIRGINIA	295	231	73	41	46.09	36.09	11.41	6.41
WASHINGTON	673	222	226	5	59.66	19.68	20.21	0.44
WEST VIRGINIA	103	132	79	7	32.09	41.12	24.61	2.18
WISCONSIN	1,782	345	162	0	77.05	15.62	7.33	0.00
WYOMING	142	14	17	0	62.08	8.09	9.63	0.00
AMERICAN SAMOA	0	0	4	0	0.00	0.00	100.00	0.00
GUAM	23	2	0	0	92.00	8.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	50	1	6	0	84.75	1.69	13.56	0.00
U.S. & INSULAR AREAS	21,451	22,417	10,114	4,366	36.76	38.42	17.33	7.48

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	155	41	6	373	26.96	7.13	1.04	64.87
ALASKA	30	20	5	0	54.55	36.36	9.09	0.00
ARIZONA	0	0	0	687	0.00	0.00	0.00	100.00
ARKANSAS	119	36	88	13	46.48	14.06	34.37	5.08
CALIFORNIA	10,855	1,888	103	0	84.50	14.70	0.80	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	316	375	247	73	31.26	37.09	24.43	7.22
DELAWARE	7	6	13	8	20.59	17.65	38.24	23.53
DISTRICT OF COLUMBIA	0	0	108	2	0.00	0.00	98.18	1.82
FLORIDA	9	138	399	1,621	0.42	6.37	18.41	74.80
GEORGIA	87	30	0	174	29.90	10.31	0.00	59.79
HAWAII	0	3	7	0	0.00	30.00	70.00	0.00
IDAHO	18	42	0	308	4.89	11.41	0.00	83.70
ILLINOIS	478	346	330	871	23.60	17.09	16.30	43.01
INDIANA	0	61	50	0	0.00	54.95	45.05	0.00
IOWA	0	199	1	0	0.00	99.50	0.50	0.00
KANSAS	53	167	105	12	15.73	49.55	31.16	3.56
KENTUCKY	117	56	83	186	26.47	12.67	18.78	42.08
LOUISIANA	321	302	202	785	19.94	18.76	12.55	48.76
MAINE	175	45	54	84	48.88	12.57	15.08	23.46
MARYLAND	234	82	120	230	35.14	12.31	18.02	34.53
MASSACHUSETTS	1,389	359	78	19	75.28	19.46	4.23	1.03
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	533	147	53	46	68.42	18.87	6.80	5.91
MISSISSIPPI	0	0	0	6	-	-	-	-
MISSOURI	887	64	29	458	61.68	4.45	2.02	31.85
MONTANA	118	18	0	5	83.69	12.77	0.00	3.55
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	4	0	65	242	1.29	0.00	20.90	77.81
NEW HAMPSHIRE	155	80	26	4	58.49	30.19	9.81	1.51
NEW JERSEY	386	383	11	95	44.11	43.77	1.26	10.86
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	822	6,381	705	255	10.07	78.17	8.64	3.12
NORTH CAROLINA	596	439	38	534	37.09	27.32	2.36	33.23
NORTH DAKOTA	25	10	1	3	64.10	25.64	2.56	7.69
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	103	22	2	85	48.58	10.38	0.94	40.09
OREGON	340	55	8	277	50.00	8.09	1.18	40.74
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	1	29	1,693	6	0.03	1.68	97.92	0.35
RHODE ISLAND	31	7	13	103	20.13	4.55	8.44	66.88
SOUTH CAROLINA	107	47	42	11	51.69	22.71	20.29	5.31
SOUTH DAKOTA	16	6	0	29	31.37	11.76	0.00	56.86
TENNESSEE	142	69	25	1,233	9.67	4.70	1.70	83.93
TEXAS	2,816	1,791	300	1,239	45.82	29.14	4.88	20.16
UTAH	108	40	28	38	50.47	18.69	13.08	17.76
VERMONT	46	16	49	2	40.71	14.16	43.36	1.77
VIRGINIA	114	81	148	507	13.41	9.53	17.41	59.65
WASHINGTON	854	712	77	18	51.41	42.87	4.64	1.08
WEST VIRGINIA	16	36	6	76	11.94	26.87	4.48	56.72
WISCONSIN	0	0	0	430	0.00	0.00	0.00	100.00
WYOMING	176	31	6	3	81.48	14.35	2.78	1.39
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	0	2	0	2	0.00	50.00	0.00	50.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	21	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	22,780	14,662	5,325	11,147	42.25	27.20	9.88	20.68

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	229	44	150	2	53.88	10.35	35.29	0.47
ALASKA	54	15	3	0	75.00	20.83	4.17	0.00
ARIZONA	217	26	129	0	58.33	6.99	34.68	0.00
ARKANSAS	141	8	120	1	52.22	2.96	44.44	0.37
CALIFORNIA	1,101	1,117	6	0	49.51	50.22	0.27	0.00
COLORADO	242	23	30	0	62.03	7.80	10.17	0.00
CONNECTICUT	231	119	109	3	50.00	25.76	23.59	0.65
DELAWARE	16	11	7	0	47.06	32.35	20.59	0.00
DISTRICT OF COLUMBIA	28	27	1	3	47.46	45.76	1.69	5.08
FLORIDA	488	174	117	0	62.64	22.34	15.02	0.00
GEORGIA	400	19	156	9	68.49	3.25	26.71	1.54
HAWAII	38	26	11	0	50.67	34.67	14.67	0.00
IDAHO	42	29	93	0	25.61	17.68	56.71	0.00
ILLINOIS	431	693	173	1	33.20	53.39	13.33	0.08
INDIANA	312	28	207	0	57.04	5.12	37.84	0.00
IOWA	130	45	28	4	62.80	21.74	13.53	1.93
KANSAS	205	8	69	2	72.18	2.82	24.30	0.70
KENTUCKY	302	40	157	4	60.04	7.95	31.21	0.80
LOUISIANA	251	133	137	0	48.18	25.53	26.30	0.00
MAINE	59	27	23	31	42.14	19.29	16.43	22.14
MARYLAND	297	57	247	5	49.01	9.41	40.76	0.83
MASSACHUSETTS	599	155	34	9	75.16	19.45	4.27	1.13
MICHIGAN	604	264	21	3	67.71	29.60	2.35	0.34
MINNESOTA	321	48	45	1	77.35	11.57	10.84	0.24
MISSISSIPPI	73	19	12	0	70.19	18.27	11.54	0.00
MISSOURI	387	71	154	49	58.55	10.74	23.30	7.41
MONTANA	52	9	122	0	28.42	4.92	66.67	0.06
NEBRASKA	91	15	76	0	50.00	8.24	41.76	0.00
NEVADA	54	2	0	3	91.53	3.39	0.00	5.08
NEW HAMPSHIRE	97	23	0	2	79.51	18.85	6.00	1.64
NEW JERSEY	141	78	28	1	56.85	31.45	11.29	0.40
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,081	384	371	3	58.78	20.88	20.17	0.16
NORTH CAROLINA	494	8	216	8	68.64	1.10	29.75	1.10
NORTH DAKOTA	41	3	28	1	56.16	4.11	38.36	1.37
OHIO	441	380	140	4	45.70	39.38	14.51	0.41
OKLAHOMA	117	56	3	5	64.64	30.94	1.66	2.76
OREGON	471	11	58	20	84.11	1.96	10.36	3.57
PENNSYLVANIA	1,051	90	251	24	74.22	6.36	17.73	1.69
PUERTO RICO	376	165	2,524	2	12.26	5.38	82.30	0.07
RHODE ISLAND	35	15	13	1	50.72	21.74	26.09	1.45
SOUTH CAROLINA	385	37	85	4	75.34	7.24	16.63	0.78
SOUTH DAKOTA	27	8	20	1	48.21	14.29	35.71	1.79
TENNESSEE	538	58	126	7	73.80	7.96	17.28	0.96
TEXAS	1,115	404	90	34	67.86	24.59	5.48	2.07
UTAH	133	2	169	3	43.32	0.65	55.05	0.98
VERMONT	42	10	5	0	73.68	17.54	8.77	0.00
VIRGINIA	1,682	29	52	26	94.02	1.62	2.91	1.45
WASHINGTON	226	77	73	5	59.32	20.21	19.16	1.31
WEST VIRGINIA	199	3	7	0	95.22	1.44	3.35	0.00
WISCONSIN	227	66	151	0	51.13	14.86	34.01	0.00
WYOMING	48	2	11	0	78.69	3.28	18.03	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	7	12	0	0	36.84	63.16	0.00	0.06
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	16,392	5,173	6,664	281	57.10	18.02	23.91	0.98

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	DEAF-BLIND NUMBER: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	DEAF-BLIND PERCENT: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	2	10	28	3	3.92	35.29	54.90	5.88
ALASKA	0	0	4	0	0.00	66.67	33.33	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	2	2	10	0	14.29	14.29	71.43	0.00
CALIFORNIA	20	161	4	0	10.81	87.03	2.16	0.00
COLORADO	0	3	65	0	0.00	4.41	95.59	0.00
CONNECTICUT	0	0	7	0	0.00	0.00	100.00	0.00
DELAWARE	1	0	22	0	4.35	0.00	95.65	0.00
DISTRICT OF COLUMBIA	0	0	21	11	0.00	0.00	65.62	34.37
FLORIDA	0	14	71	0	0.00	16.47	83.53	0.00
GEORGIA	1	3	16	0	4.55	13.64	81.82	0.00
HAWAII	0	2	53	0	0.00	3.64	96.36	0.00
IDAHO	0	0	1	0	0.00	0.00	100.00	0.00
ILLINOIS	1	33	67	1	0.99	32.67	66.34	0.00
INDIANA	0	0	10	0	0.00	0.00	100.00	0.00
IOWA	0	16	53	0	0.00	25.35	74.65	0.00
KANSAS	0	0	124	0	0.00	0.00	100.00	0.00
KENTUCKY	12	1	17	3	36.36	3.03	51.52	9.09
LOUISIANA	5	25	16	0	10.87	54.35	34.78	0.00
MAINE	10	3	0	0	76.92	23.08	0.00	0.00
MARYLAND	4	4	43	1	7.69	7.69	82.69	1.92
MASSACHUSETTS	99	26	6	2	74.44	19.55	4.51	1.50
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	1	11	14	0	3.85	42.31	53.85	0.00
MISSISSIPPI	0	3	3	1	0.00	42.86	42.86	14.29
MISSOURI	8	63	16	7	6.90	71.55	15.52	6.03
MONTANA	2	1	18	0	9.52	4.76	85.71	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	1	0	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	3	2	3	0	37.50	25.00	37.50	0.00
NEW JERSEY	4	3	6	1	28.57	21.43	42.86	7.14
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	117	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	4	2	32	0	10.53	5.26	84.21	0.00
NORTH DAKOTA	0	1	23	0	0.00	4.17	95.83	0.00
OHIO	1	15	10	0	3.85	57.69	38.46	0.00
OKLAHOMA	7	17	3	15	16.67	40.46	7.14	35.71
OREGON	27	2	0	0	93.10	6.90	0.00	0.00
PENNSYLVANIA	4	7	15	0	15.38	26.92	57.69	0.00
PUERTO RICO	1	42	0	0	2.33	97.67	0.00	0.00
RHODE ISLAND	1	1	12	0	7.14	7.14	85.71	0.00
SOUTH CAROLINA	5	2	0	1	62.50	25.00	0.00	12.50
SOUTH DAKOTA	2	3	15	0	10.00	15.00	75.00	0.00
TENNESSEE	5	6	10	0	21.74	34.78	43.48	0.00
TEXAS	3	39	87	2	2.70	35.14	60.36	1.80
UTAH	9	1	25	0	25.71	2.86	71.43	0.00
VERMONT	2	1	2	2	28.57	14.29	28.57	28.57
VIRGINIA	9	6	3	1	47.37	31.58	15.79	5.26
WASHINGTON	1	11	40	0	1.92	21.15	76.92	0.00
WEST VIRGINIA	2	6	0	0	100.00	0.00	0.00	0.00
WISCONSIN	0	30	11	0	0.00	73.17	26.83	0.00
WYOMING	1	1	1	0	33.33	33.33	33.33	0.00
AMERICAN SAMOA	0	0	3	0	0.00	0.00	100.00	0.00
GUAM	0	0	5	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	259	613	1,097	50	12.83	30.36	54.33	2.48

DATA AS OF OCTOBER 1, 1985.

Table GC1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	0	0	0	0	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	338	1,013	162	22	22.02	65.99	10.55	1.43
DELAWARE	0	0	7	1	0.00	0.00	87.50	12.50
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	180	14	0	0.00	92.78	7.22	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	713	0.00	0.00	0.00	100.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	12,815	1,512	72	1	88.50	10.50	0.50	0.01
LOUISIANA	361	919	503	77	19.4[illegible]	49.41	27.04	4.14
MAINE	6	0	0	0	100.00	0.00	0.00	0.00
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	1,146	2,565	305	12	28.45	63.66	7.57	0.30
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	365	704	0	209	28.56	55.09	0.00	16.35
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	1,443	0	0	0.00	100.00	0.00	0.00
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	155	1,005	136	245	10.06	65.22	8.83	15.90
WASHINGTON	14	342	122	1	2.92	71.40	25.47	0.21
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	146	0	0	0	100.00	0.00	0.00	0.00
GUAM	3	35	0	0	7.89	92.11	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	15,349	9,718	1,321	1,281	55.47	35.12	4.77	4.63

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	2,072	254	90	17	84.95	10.41	3.94	0.70
ALASKA	442	211	262	0	40.31	23.06	28.63	0.00
ARIZONA	1,530	121	353	14	75.82	0.00	17.49	0.69
ARKANSAS	2,196	103	1,661	1	54.09	4.07	41.01	0.02
CALIFORNIA	11,203	7,809	117	0	50.57	40.02	0.01	0.00
COLORADO	668	1,017	843	8	20.34	40.10	33.24	0.32
CONNECTICUT	1,661	1,761	534	35	41.02	44.12	13.38	0.88
DELAWARE	208	322	173	1	29.55	45.74	24.57	0.14
DISTRICT OF COLUMBIA	373	106	134	15	59.39	16.88	21.34	2.39
FLORIDA	4,989	1,232	1,575	984	56.82	14.03	17.94	11.21
GEORGIA	4,396	953	201	335	74.70	16.19	3.42	5.69
HAWAII	114	380	24	0	22.01	73.36	4.63	0.00
IDAHO	395	94	94	0	67.75	16.12	16.12	0.00
ILLINOIS	12,980	7,612	2,548	63	55.94	32.81	10.98	0.27
INDIANA	4,164	254	1,530	2	69.98	4.27	25.71	0.03
IOWA	285	1,969	0	2,773	5.67	39.17	0.00	55.16
KANSAS	1,953	543	607	83	61.30	17.04	19.05	2.61
KENTUCKY	3,171	659	701	5	69.91	14.53	15.45	0.11
LOUISIANA	2,803	1,615	1,772	108	44.51	25.64	28.14	1.71
MAINE	742	1,264	156	122	32.49	55.34	6.83	5.34
MARYLAND	3,722	398	1,544	59	65.04	6.95	26.98	1.03
MASSACHUSETTS	2,472	3,934	161	30	37.47	59.63	2.44	0.45
MICHIGAN	6,182	5,901	260	360	48.67	46.45	2.05	2.83
MINNESOTA	3,446	4,078	336	10	43.79	51.82	4.27	0.13
MISSISSIPPI	432	682	389	8	28.59	45.14	25.74	0.53
MISSOURI	5,357	814	152	299	80.90	12.29	2.30	4.52
MONTANA	1,318	176	37	0	88.43	11.15	2.43	0.00
NEBRASKA	1,345	1,206	58	0	51.55	46.22	2.22	0.00
NEVADA	289	289	177	263	28.39	28.39	17.39	25.83
NEW HAMPSHIRE	644	202	51	28	69.62	21.84	5.51	3.03
NEW JERSEY	4,840	2,942	483	15	58.45	35.53	5.83	0.18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,044	3,024	8,754	34	25.58	19.07	55.21	0.21
NORTH CAROLINA	976	318	224	231	55.80	18.18	12.81	13.21
NORTH DAKOTA	404	391	34	157	40.97	39.66	3.45	15.92
OHIO	5,713	984	836	23	75.61	13.02	11.06	0.30
OKLAHOMA	4,140	726	29	456	77.37	13.57	0.54	8.52
OREGON	1,126	391	100	120	64.82	22.51	5.76	6.91
PENNSYLVANIA	6,695	1,316	3,345	468	56.62	11.13	28.29	3.96
PUERTO RICO	119	381	1,012	41	7.66	24.53	65.16	2.64
RHODE ISLAND	350	34	777	2	30.89	2.92	66.81	0.17
SOUTH CAROLINA	3,744	170	145	426	83.48	3.79	3.23	9.50
SOUTH DAKOTA	591	1,095	41	1	34.18	63.39	2.37	0.06
TENNESSEE	6,549	953	5	70	86.43	12.58	0.07	0.92
TEXAS	15,659	8,403	1,437	187	57.67	35.48	6.07	0.79
UTAH	1,251	129	825	50	55.48	5.72	36.59	2.22
VERMONT	420	542	72	252	32.66	42.15	5.60	19.60
VIRGINIA	6,003	2,056	804	744	62.49	21.40	8.37	7.74
WASHINGTON	4,571	561	1,168	105	71.37	8.76	18.24	1.64
WEST VIRGINIA	1,914	131	72	11	89.94	6.16	3.38	0.52
WISCONSIN	2,899	610	280	12	76.27	16.05	7.37	0.32
WYOMING	703	2	3	0	99.29	0.28	0.42	0.00
AMERICAN SAMOA	7	0	9	0	43.75	0.00	56.25	0.00
GUAM	55	74	11	0	39.29	52.86	7.86	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	242	12	15	4	88.64	4.40	5.49	1.47
U.S. & INSULAR AREAS	152,567	71,259	37,007	9,032	56.53	26.41	13.71	3.35

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	43	3	0	1	91.49	6.38	0.00	2.13
ALASKA	36	2	23	0	59.02	3.28	37.70	0.00
ARIZONA	72	7	3	0	87.80	8.54	3.66	0.00
ARKANSAS	43	1	40	0	51.19	1.19	47.62	0.00
CALIFORNIA	454	1,565	13	0	22.12	77.24	0.63	0.00
COLORADO	53	184	10	5	21.03	73.02	3.97	1.96
CONNECTICUT	136	54	17	0	65.70	26.09	8.21	0.00
DELAWARE	7	171	53	0	3.03	74.03	22.94	0.00
DISTRICT OF COLUMBIA	16	6	12	0	44.44	22.22	33.33	0.00
FLORIDA	50	106	11	0	29.94	63.47	6.59	0.00
GEORGIA	55	11	0	0	83.33	16.67	0.00	0.00
HAWAII	0	46	0	0	0.00	100.00	0.00	0.00
IDAHO	51	7	0	0	87.93	12.07	0.00	0.00
ILLINOIS	694	1,945	376	5	25.09	62.14	12.01	0.16
INDIANA	16	21	33	0	25.00	29.17	45.83	0.00
IOWA	39	70	0	2	35.14	63.06	0.00	1.80
KANSAS	165	49	24	0	69.33	20.59	10.08	0.00
KENTUCKY	44	7	26	0	57.14	9.09	33.77	0.00
LOUISIANA	91	70	6	7	52.30	40.23	3.45	4.02
MAINE	36	76	3	25	25.71	54.29	2.14	17.86
MARYLAND	124	26	167	0	39.12	8.20	52.68	0.00
MASSACHUSETTS	673	1,369	57	10	37.40	59.64	2.45	0.43
MICHIGAN	127	1,511	19	29	7.53	89.62	1.13	1.72
MINNESOTA	232	691	40	2	24.04	71.61	4.15	0.21
MISSISSIPPI	0	1	53	0	0.00	1.05	96.15	0.00
MISSOURI	722	77	1	11	89.03	9.49	0.12	1.36
MONTANA	60	15	0	0	80.00	20.00	0.00	0.00
NEBRASKA	109	30	0	0	78.42	21.58	0.00	0.00
NEVADA	27	57	0	2	31.40	66.28	0.00	2.33
NEW HAMPSHIRE	24	7	0	0	77.42	22.58	0.00	0.00
NEW JERSEY	42	115	22	1	23.33	63.89	12.22	0.56
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	374	388	423	1	32.38	30.97	36.59	0.09
NORTH CAROLINA	103	4	1	1	94.50	3.67	0.92	0.92
NORTH DAKOTA	32	29	5	10	42.11	38.16	6.58	3.16
OHIO	24	112	1	0	17.52	81.75	0.73	0.00
OKLAHOMA	101	49	2	0	66.45	32.24	1.32	0.00
OREGON	51	6	0	0	80.44	13.56	0.00	0.00
PENNSYLVANIA	286	289	163	69	27.58	36.69	21.62	11.91
PUERTO RICO	16	4	76	0	16.33	4.08	79.59	0.00
RHODE ISLAND	68	22	270	0	19.89	6.11	75.00	0.00
SOUTH CAROLINA	38	3	0	0	84.21	15.79	0.00	0.00
SOUTH DAKOTA	26	73	1	0	26.00	73.00	1.00	0.00
TENNESSEE	160	53	6	2	74.42	24.65	0.00	0.93
TEXAS	1,792	2,637	221	0	36.54	56.71	4.75	0.00
UTAH	137	7	61	12	57.81	2.95	34.18	5.06
VERMONT	13	18	11	9	25.49	35.29	21.57	17.65
VIRGINIA	39	131	6	4	21.67	72.78	3.33	2.22
WASHINGTON	268	64	35	4	71.63	17.63	9.64	1.10
WEST VIRGINIA	34	1	0	0	97.14	2.86	0.00	0.00
WISCONSIN	345	32	0	0	91.51	8.49	0.00	0.00
WYOMING	60	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	1	1	0	0	50.00	50.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	9	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	6,420	12,237	2,307	232	36.30	52.75	9.95	1.00

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	1,945	33	0	2	98.23	1.67	0.00	0.10
ALASKA	300	155	196	0	48.74	23.82	29.74	0.00
ARIZONA	1,063	95	133	0	82.34	7.36	10.30	0.00
ARKANSAS	1,666	90	203	0	86.43	4.17	9.40	0.00
CALIFORNIA	10,256	700	49	0	93.13	6.43	0.44	0.00
COLORADO	531	396	178	0	48.06	35.84	16.11	0.00
CONNECTICUT	1,389	570	147	0	64.61	28.13	7.26	0.00
DELAWARE	190	30	0	0	83.33	16.67	0.00	0.00
DISTRICT OF COLUMBIA	352	79	22	11	75.86	17.03	4.74	2.37
FLORIDA	4,722	147	57	44	95.01	2.96	1.15	0.89
GEORGIA	4,046	66	75	40	96.22	2.07	1.77	0.94
HAWAII	109	9	0	0	92.37	7.63	0.00	0.00
IDAHO	301	10	0	0	96.78	3.22	0.00	0.00
ILLINOIS	11,920	3,103	554	9	70.48	19.91	3.55	0.06
INDIANA	4,091	0	246	0	94.33	0.00	5.67	0.09
IOWA	76	440	0	2 692	2.36	13.93	0.00	83.71
KANSAS	1,671	147	261	41	78.02	6.93	12.31	1.93
KENTUCKY	2,896	424	153	0	83.39	12.21	4.41	0.00
LOUISIANA	2,312	244	41	3	90.92	9.38	1.50	0.12
MAINE	458	641	20	42	33.65	61.79	1.47	3.09
MARYLAND	3,357	256	365	15	84.07	6.41	9.14	0.36
MASSACHUSETTS	566	905	37	6	37.38	59.70	2.44	0.40
MICHIGAN	5,651	1,910	39	255	71.94	24.32	0.50	3.25
MINNESOTA	2,953	2,215	82	6	56.10	42.14	1.56	0.11
MISSISSIPPI	425	572	230	0	34.64	46.62	16.74	0.00
MISSOURI	4,036	157	1	67	94.72	3.68	0.02	1.57
MONTANA	1,145	72	0	0	94.00	5.92	0.00	0.00
NEBRASKA	1,226	580	6	0	67.66	32.01	0.33	0.00
NEVADA	246	164	0	76	50.62	33.74	0.00	15.64
NEW HAMPSHIRE	535	116	9	22	70.22	17.25	1.32	3.22
NEW JERSEY	3,606	43	23	0	98.20	1.17	0.63	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,393	716	2,225	0	53.57	11.30	35.13	0.00
NORTH CAROLINA	680	34	14	66	83.33	4.17	1.72	10.78
NORTH DAKOTA	350	170	1	2	66.92	32.50	0.19	0.36
OHIO	5,550	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	3,908	75	6	279	91.52	1.76	0.19	6.53
OREGON	673	64	11	5	91.61	8.72	1.15	0.52
PENNSYLVANIA	6,128	224	66	233	92.11	3.37	1.02	3.50
PUERTO RICO	9	9	394	2	2.17	2.17	95.17	0.48
RHODE ISLAND	270	2	266	0	50.00	0.37	49.63	0.00
SOUTH CAROLINA	3,423	6	61	0	98.08	0.17	1.75	0.00
SOUTH DAKOTA	534	745	4	0	41.62	56.07	0.31	0.00
TENNESSEE	6,153	125	0	17	97.74	1.99	0.00	0.27
TEXAS	11,397	2,788	324	7	76.51	19.21	2.23	0.05
UTAH	879	2	101	22	87.55	0.20	10.06	2.19
VERMONT	349	401	4	193	36.85	42.34	0.42	20.38
VIRGINIA	5,413	260	355	239	86.37	4.15	5.66	3.81
WASHINGTON	2,840	99	161	19	91.05	3.17	5.16	0.61
WEST VIRGINIA	1,820	11	0	0	99.40	0.60	0.00	0.00
WISCONSIN	1,716	0	0	0	100.00	0.00	0.00	0.00
WYOMING	470	2	1	0	99.37	0.42	0.21	0.00
AMERICAN SAMOA	4	0	0	0	100.00	0.00	0.00	0.00
GUAM	46	27	0	0	63.01	36.99	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	197	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	130,572	20,377	7,127	4,437	80.35	12.54	4.39	2.73

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	53	122	1	3	29.61	68.16	0.56	1.68
ALASKA	10	13	7	0	47.37	34.21	18.42	0.00
ARIZONA	138	8	31	0	77.97	4.52	17.51	0.00
ARKANSAS	86	25	978	1	7.09	2.29	89.72	0.09
CALIFORNIA	66	2,522	6	0	2.54	97.22	0.23	0.00
COLORADO	3	85	318	0	0.74	20.94	78.33	0.00
CONNECTICUT	1	82	43	16	0.70	57.75	30.28	11.27
DELAWARE	6	61	59	0	4.76	48.41	46.83	0.00
DISTRICT OF COLUMBIA	0	4	27	0	0.00	12.90	87.10	0.00
FLORIDA	24	470	964	419	1.20	25.04	51.36	22.32
GEORGIA	122	283	101	23	23.00	53.50	19.09	4.35
HAWAII	0	41	1	0	0.00	97.62	2.38	0.00
IDAHO	6	19	79	0	5.77	18.27	75.96	0.00
ILLINOIS	19	830	751	1	1.10	52.08	46.67	0.06
INDIANA	29	138	697	2	3.74	17.70	78.22	0.26
IOWA	69	956	0	47	0.42	89.20	0.00	4.38
KANSAS	18	197	91	12	5.66	61.95	28.62	3.77
KENTUCKY	90	102	159	3	25.42	28.81	44.92	0.85
LOUISIANA	23	150	926	4	2.27	15.63	81.70	0.40
MAINE	136	127	46	0	44.01	41.10	14.89	0.00
MARYLAND	27	26	298	9	7.50	7.22	82.78	2.50
MASSACHUSETTS	524	834	34	6	37.48	59.66	2.43	0.43
MICHIGAN	140	841	91	10	12.94	77.73	8.41	0.92
MINNESOTA	70	582	120	0	9.07	75.30	15.54	0.00
MISSISSIPPI	2	75	72	4	1.31	49.02	47.06	2.61
MISSOURI	116	223	48	8	29.37	56.46	12.15	2.03
MONTANA	45	31	0	0	59.21	40.79	0.00	0.00
NEBRASKA	0	256	4	0	0.00	98.46	1.54	0.00
NEVADA	2	9	11	40	3.23	14.52	17.74	64.52
NEW HAMPSHIRE	8	13	5	2	28.57	46.43	17.86	7.14
NEW JERSEY	0	55	18	0	0.00	75.34	24.66	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	38	470	1,167	2	2.27	28.03	69.59	0.12
NORTH CAROLINA	96	154	46	25	29.91	47.98	14.33	7.79
NORTH DAKOTA	4	92	11	0	3.74	85.98	10.28	0.00
OHIO	23	219	538	1	3.32	27.93	68.62	0.13
OKLAHOMA	26	145	1	22	13.40	74.74	0.52	11.34
OREGON	25	165	1	0	13.09	86.39	0.52	0.00
PENNSYLVANIA	123	560	1,970	66	4.52	20.60	72.45	2.43
PUERTO RICO	63	121	154	9	18.16	34.87	44.38	2.59
RHODE ISLAND	0	5	123	0	0.00	3.91	96.09	0.00
SOUTH CAROLINA	127	79	51	305	22.60	14.06	9.07	54.27
SOUTH DAKOTA	12	95	4	0	10.81	85.59	3.60	0.00
TENNESSEE	70	298	0	2	18.92	80.54	0.00	0.54
TEXAS	133	1,013	246	8	9.50	72.36	17.57	0.57
UTAH	53	45	101	6	25.85	21.95	49.27	2.93
VERMONT	20	43	38	41	14.08	30.28	26.76	28.87
VIRGINIA	19	223	34	15	6.53	76.63	11.68	5.15
WASHINGTON	713	10	298	23	68.30	0.96	28.54	2.20
WEST VIRGINIA	30	60	33	0	24.39	48.78	26.83	0.00
WISCONSIN	279	216	206	0	39.80	30.81	29.39	0.00
WYOMING	29	0	1	0	96.67	0.00	3.33	0.00
AMERICAN SAMOA	3	0	3	0	50.00	0.00	50.00	0.00
GUAM	0	1	3	0	0.00	25.00	75.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	10	8	2	37.50	31.25	25.00	6.25
U.S. & INSULAR AREAS	3,742	13,222	10,633	1,137	12.93	45.70	37.44	3.93

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	0	7	0	0	53.33	40.07	0.00	0.00
ALASKA	2	1	1	0	50.00	25.00	25.00	0.00
ARIZONA	32	1	1	0	94.12	2.94	2.94	0.00
ARKANSAS	14	4	1	0	73.68	21.05	5.26	0.00
CALIFORNIA	4	100	12	0	3.23	87.10	9.68	0.00
COLORADO	15	49	21	0	17.65	57.05	24.71	0.00
CONNECTICUT	23	47	45	7	10.05	38.52	30.09	5.74
DELAWARE	3	42	12	0	5.20	73.00	21.05	0.00
DISTRICT OF COLUMBIA	0	9	30	1	0.00	22.50	75.00	2.50
FLORIDA	23	75	303	329	3.15	10.27	41.51	45.07
GEORGIA	100	448	0	107	14.38	59.05	1.07	24.90
HAWAII	0	2	0	0	0.00	100.00	0.00	0.00
IDAHO	15	0	0	0	71.43	28.57	0.00	0.00
ILLINOIS	114	013	313	0	9.19	05.56	25.24	0.00
INDIANA	1	4	126	0	0.70	3.05	90.18	0.00
IOWA	17	96	0	3	14.00	02.70	0.00	2.59
KANSAS	8	52	41	2	7.77	50.49	39.01	1.94
KENTUCKY	5	0	63	0	0.70	0.11	85.14	0.00
LOUISIANA	2	22	21	0	4.44	48.89	46.67	0.00
MAINE	11	92	10	27	7.56	65.71	7.14	19.29
MARYLAND	2	0	70	0	2.56	7.69	89.74	0.00
MASSACHUSETTS	338	539	22	4	37.43	59.69	2.44	0.44
MICHIGAN	42	330	37	2	10.02	80.07	8.83	0.48
MINNESOTA	31	105	10	1	13.30	79.40	6.87	0.43
MISSISSIPPI	0	1	0	0	0.00	100.00	0.00	0.00
MISSOURI	96	55	3	15	56.80	32.54	1.78	0.88
MONTANA	10	2	0	0	83.33	16.67	0.00	0.00
NEBRASKA	0	50	1	0	0.00	98.04	1.96	0.00
NEVADA	8	15	0	47	11.43	21.43	0.00	67.14
NEW HAMPSHIRE	3	1	0	0	75.00	25.00	0.00	0.00
NEW JERSEY	1	9	0	1	5.08	52.94	35.29	5.88
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	52	414	2,050	7	2.00	16.37	81.30	0.28
NORTH CAROLINA	12	0	0	8	46.15	23.08	0.00	30.77
NORTH DAKOTA	5	7	0	1	38.40	53.85	0.00	7.69
OHIO	3	8	81	2	3.19	8.51	86.17	2.13
OKLAHOMA	2	7	0	3	16.67	58.33	0.00	25.00
OREGON	1	11	0	10	4.55	50.00	0.00	45.45
PENNSYLVANIA	55	75	739	8	6.27	8.55	84.26	0.91
PUERTO RICO	0	0	46	0	0.00	0.00	100.00	0.00
RHODE ISLAND	3	1	34	0	7.89	2.63	89.47	0.00
SOUTH CAROLINA	13	20	2	0	37.14	57.14	5.71	0.00
SOUTH DAKOTA	1	10	2	0	7.69	76.92	15.38	0.00
TENNESSEE	9	31	4	1	20.69	68.89	8.69	2.22
TEXAS	24	125	12	0	14.37	74.85	7.19	3.59
UTAH	124	26	75	5	53.91	11.30	32.61	2.17
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	21	21	2	113	13.38	13.38	1.27	71.97
WASHINGTON	122	0	11	0	91.73	0.00	8.27	0.00
WEST VIRGINIA	3	4	5	0	25.00	33.33	41.67	0.00
WISCONSIN	419	72	28	0	80.73	13.87	5.39	0.00
WYOMING	16	0	1	0	94.74	0.00	5.26	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	1	0	0	0.00	100.00	0.00	0.00
U.S. & INSULAR AREAS	1,823	3,924	4,261	790	16.88	36.34	39.46	7.32

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	5	30	75	7	4.27	25.64	64.10	5.98
ALASKA	8	13	3	0	33.33	54.17	12.50	0.00
ARIZONA	27	4	93	0	21.77	3.23	75.00	0.00
ARKANSAS	27	27	4	0	40.55	40.55	0.90	0.00
CALIFORNIA	74	758	3	6	8.00	90.70	0.36	0.00
COLORADO	16	68	16	0	16.00	68.00	16.00	0.00
CONNECTICUT	12	38	40	2	13.04	41.30	43.48	2.17
DELAWARE	0	5	0	0	0.00	100.00	0.00	0.00
DISTRICT OF COLUMBIA	5	1	1	0	71.43	14.29	14.29	0.00
FLORIDA	5	182	6	0	2.59	94.30	3.11	0.00
GEORGIA	17	52	3	2	22.97	70.27	4.05	2.70
HAWAII	2	28	0	0	0.07	93.33	0.00	0.00
IDAHO	6	7	0	0	40.15	53.05	0.00	0.00
ILLINOIS	49	336	67	1	10.02	74.17	14.79	0.22
INDIANA	6	29	75	0	5.45	26.36	68.18	0.00
IOWA	20	90	0	5	17.39	78.26	0.00	4.35
KANSAS	16	26	32	1	21.33	34.67	42.67	1.33
KENTUCKY	22	11	22	0	40.00	20.00	40.00	0.00
LOUISIANA	30	105	84	4	13.45	47.09	37.67	1.79
MAINE	12	28	5	0	26.09	60.87	13.04	6.00
MARYLAND	32	36	56	0	25.81	29.03	45.16	0.00
MASSACHUSETTS	34	54	2	1	37.36	59.34	2.20	1.10
MICHIGAN	53	312	3	4	14.25	83.87	0.81	1.08
MINNESOTA	66	126	35	0	28.82	55.90	15.28	0.00
MISSISSIPPI	0	2	8	0	0.00	20.00	80.00	0.00
MISSOURI	105	42	28	16	54.97	21.99	14.66	8.38
MONTANA	13	9	7	0	44.83	31.03	24.14	0.00
NEBRASKA	0	28	44	0	0.00	38.89	61.11	0.00
NEVADA	2	24	0	2	7.14	85.71	0.00	7.14
NEW HAMPSHIRE	10	8	3	0	47.62	38.10	14.29	0.00
NEW JERSEY	4	60	13	1	5.13	76.92	16.67	1.28
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	50	82	673	0	6.21	10.19	83.60	0.00
NORTH CAROLINA	24	17	122	2	14.55	10.30	73.94	1.21
NORTH DAKOTA	7	37	8	135	3.74	19.79	4.28	72.19
OHIO	66	251	75	5	16.62	63.22	18.89	1.26
OKLAHOMA	30	63	6	10	27.52	57.80	5.50	9.17
OREGON	75	37	10	25	51.02	25.17	6.80	17.01
PENNSYLVANIA	78	92	190	34	19.80	23.35	48.22	8.63
PUERTO RICO	12	23	24	0	20.34	38.98	40.68	0.00
RHODE ISLAND	2	0	23	0	8.00	0.00	92.00	0.00
SOUTH CAROLINA	20	45	7	3	26.67	60.00	9.33	4.00
SOUTH DAKOTA	5	22	4	0	16.13	70.97	12.90	0.00
TENNESSEE	52	94	1	0	35.37	63.95	0.68	0.00
TEXAS	38	344	149	29	6.79	61.43	26.61	5.18
UTAH	14	4	98	1	11.97	3.42	83.76	0.85
VERMONT	7	13	0	1	33.33	61.90	0.00	4.76
VIRGINIA	26	72	22	31	17.22	47.68	14.57	20.53
WASHINGTON	163	6	20	27	75.46	2.78	9.26	12.50
WEST VIRGINIA	2	27	0	0	6.90	93.10	0.00	0.00
WISCONSIN	24	33	9	0	36.36	50.06	13.64	0.00
WYOMING	6	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	6	-	-	-	-
GUAM	0	6	0	0	0.00	100.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	1	50.00	0.00	0.00	50.00
U.S. & INSULAR AREAS	1,380	3,809	2,170	350	17.90	49.41	28.15	4.54

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 – 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983–1984

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	1	53	1	1	1.79	94.64	1.79	1.79
ALASKA	15	15	6	0	39.47	39.47	21.05	0.00
ARIZONA	86	3	32	0	71.07	2.48	26.45	0.00
ARKANSAS	58	6	202	0	21.60	2.26	75.94	0.00
CALIFORNIA	40	652	16	0	5.65	92.09	2.26	0.00
COLORADO	22	180	181	3	5.70	46.63	46.89	0.78
CONNECTICUT	7	52	50	5	6.14	45.61	43.86	4.39
DELAWARE	0	2	3	0	0.00	40.00	60.00	0.00
DISTRICT OF COLUMBIA	0	3	9	0	0.00	25.00	75.00	0.00
FLORIDA	0	0	0	0	–	–	–	–
GEORGIA	0	0	0	0	–	–	–	–
HAWAII	0	33	0	0	0.00	100.00	0.00	0.00
IDAHO	0	39	12	0	0.00	76.47	23.53	0.00
ILLINOIS	0	0	0	0	–	–	–	–
INDIANA	2	53	250	0	0.66	17.38	81.97	0.00
IOWA	1	94	0	0	1.05	98.95	0.00	0.00
KANSAS	4	34	58	16	3.57	30.36	51.79	14.29
KENTUCKY	8	63	175	0	3.25	25.61	71.14	0.00
LOUISIANA	1	52	114	2	0.59	30.77	67.46	1.18
MAINE	54	40	14	13	44.63	33.06	11.57	10.74
MARYLAND	52	25	382	9	11.11	5.34	81.62	1.92
MASSACHUSETTS	54	87	4	1	36.99	59.59	2.74	0.68
MICHIGAN	24	216	47	3	8.28	74.48	16.21	1.03
MINNESOTA	0	0	0	0	–	–	–	–
MISSISSIPPI	3	14	9	1	11.11	51.85	33.33	3.70
MISSOURI	46	144	32	97	14.42	45.14	10.03	30.41
MONTANA	22	28	12	0	35.48	45.16	19.35	0.00
NEBRASKA	0	99	3	0	0.00	97.06	2.94	0.00
NEVADA	0	2	162	38	0.00	0.99	80.20	16.81
NEW HAMPSHIRE	4	29	28	2	6.35	46.03	44.44	3.17
NEW JERSEY	3	59	81	0	2.10	41.26	56.64	0.00
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	22	112	1,281	7	1.55	7.88	90.08	0.49
NORTH CAROLINA	13	73	33	65	7.07	39.67	17.93	35.33
NORTH DAKOTA	0	0	0	0	–	–	–	–
OHIO	4	276	49	6	1.19	82.39	14.63	1.79
OKLAHOMA	27	313	8	75	6.38	74.00	1.89	17.73
OREGON	6	78	20	29	4.51	58.65	15.04	21.80
PENNSYLVANIA	0	0	6	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	5	100	0	0.00	4.76	95.24	0.00
RHODE ISLAND	0	0	6	0	0.00	0.00	100.00	0.00
SOUTH CAROLINA	23	0	5	103	17.56	0.00	3.82	78.63
SOUTH DAKOTA	3	116	16	1	5.67	82.27	11.35	0.71
TENNESSEE	21	213	0	9	8.64	87.65	0.00	3.70
TEXAS	32	368	267	28	4.60	52.95	38.42	4.03
UTAH	12	35	125	0	6.98	20.35	72.67	0.00
VERMONT	24	28	0	3	43.64	50.91	0.00	5.45
VIRGINIA	29	274	210	37	5.27	49.82	38.18	6.73
WASHINGTON	181	35	248	15	37.79	7.31	51.77	3.13
WEST VIRGINIA	13	16	17	10	23.21	28.57	30.36	17.86
WISCONSIN	7	105	0	0	6.25	93.75	0.00	0.00
WYOMING	47	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	3	0	0.00	0.00	100.00	0.00
GUAM	0	3	8	0	0.00	27.27	72.73	0.00
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	4	0	6	1	36.36	0.00	54.55	9.09
U.S. & INSULAR AREAS	980	4,127	4,293	580	9.82	41.35	43.02	5.81

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	9	5	0	0	64.29	35.71	0.00	0.00
ALASKA	18	6	16	0	42.86	19.05	38.10	0.00
ARIZONA	97	3	15	0	84.35	2.61	13.04	0.00
ARKANSAS	27	0	143	0	15.88	0.00	84.12	0.00
CALIFORNIA	62	1,075	9	0	7.03	92.20	0.77	0.00
COLORADO	15	50	95	0	9.38	31.25	59.37	0.00
CONNECTICUT	6	36	15	2	10.17	61.02	25.42	3.39
DELAWARE	0	3	32	1	0.00	8.33	88.89	2.78
DISTRICT OF COLUMBIA	0	1	14	0	0.00	6.67	93.33	0.00
FLORIDA	128	199	150	20	25.75	40.04	30.16	4.02
GEORGIA	20	55	10	44	15.50	42.64	7.75	34.11
HAWAII	0	41	9	0	0.00	82.00	18.00	0.00
IDAHO	11	0	0	0	100.00	0.00	0.00	0.00
ILLINOIS	35	396	388	16	4.19	47.43	46.47	1.92
INDIANA	6	7	127	0	4.29	5.00	90.71	0.00
IOWA	53	169	0	20	21.99	69.83	0.00	8.26
KANSAS	27	24	49	3	26.21	23.30	47.57	2.91
KENTUCKY	27	26	58	2	23.89	23.01	51.33	1.77
LOUISIANA	12	34	68	2	6.02	25.00	64.71	1.47
MAINE	21	30	26	0	27.27	38.96	33.77	0.00
MARYLAND	60	9	133	10	26.30	4.25	62.74	4.72
MASSACHUSETTS	27	43	2	1	36.99	58.90	2.74	1.37
MICHIGAN	121	711	23	54	13.31	78.22	2.53	5.94
MINNESOTA	50	176	30	6	19.38	68.99	11.83	0.00
MISSISSIPPI	0	14	15	3	0.00	43.75	46.87	9.38
MISSOURI	75	67	9	21	43.60	38.95	5.23	12.21
MONTANA	13	11	0	0	54.17	45.83	0.00	0.00
NEBRASKA	0	157	0	6	0.00	100.00	0.00	0.00
NEVADA	0	16	3	13	0.06	50.00	9.38	40.62
NEW HAMPSHIRE	23	9	2	1	65.71	25.71	5.71	2.86
NEW JERSEY	5	26	12	0	11.11	62.22	26.67	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	42	109	561	3	5.71	14.63	79.05	0.41
NORTH CAROLINA	1	11	1	29	43.06	15.28	1.39	40.28
NORTH DAKOTA	3	45	2	7	5.26	78.95	3.51	12.28
OHIO	26	63	67	6	13.53	40.29	42.23	3.88
OKLAHOMA	26	41	1	31	27.72	40.59	0.99	30.69
OREGON	30	11	50	19	27.27	10.00	45.45	17.27
PENNSYLVANIA	55	61	176	21	17.57	19.49	56.23	6.71
PUERTO RICO	0	103	0	9	0.00	91.96	0.00	8.04
RHODE ISLAND	6	2	35	0	13.95	4.65	81.40	0.00
SOUTH CAROLINA	50	7	11	3	70.42	9.86	15.49	4.23
SOUTH DAKOTA	2	24	9	0	5.71	68.57	25.71	0.00
TENNESSEE	55	110	0	26	26.60	57.59	0.00	13.61
TEXAS	92	441	79	15	14.67	70.33	12.60	2.39
UTAH	16	6	54	3	19.75	9.66	66.67	3.70
VERMONT	4	21	9	4	10.53	55.26	23.66	10.53
VIRGINIA	16	41	26	17	16.66	41.00	26.00	17.00
WASHINGTON	183	2	217	4	45.07	0.49	53.45	0.99
WEST VIRGINIA	7	8	17	0	21.87	25.00	53.12	0.00
WISCONSIN	97	120	30	0	39.27	48.56	12.15	0.00
WYOMING	40	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	5	1	0	0	83.33	16.67	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	7	1	1	0	77.78	11.11	11.11	0.00
U.S. & INSULAR AREAS	1,765	4,655	2,661	412	16.21	48.02	29.52	4.25

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	3	0	0	2	60.00	0.00	0.00	40.00
ALASKA	7	3	5	0	46.67	20.00	33.33	0.00
ARIZONA	0	0	0	14	0.00	0.00	0.00	100.00
ARKANSAS	45	10	61	0	35.79	8.62	52.59	0.00
CALIFORNIA	163	266	7	0	37.39	61.01	1.61	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	7	44	32	3	8.14	51.16	37.21	3.49
DELAWARE	0	0	3	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	17	2	0.00	0.00	89.47	10.53
FLORIDA	0	7	80	172	0.00	2.70	30.89	66.41
GEORGIA	12	9	0	31	23.06	17.31	0.00	59.62
HAWAII	0	0	0	0	-	-	-	-
IDAHO	2	2	0	0	50.00	50.00	0.00	0.00
ILLINOIS	17	79	77	30	8.37	38.92	37.93	14.78
INDIANA	0	0	38	0	0.00	0.00	100.00	0.00
IOWA	0	28	0	0	0.00	100.00	0.00	0.00
KANSAS	20	11	38	7	26.32	14.47	50.00	9.21
KENTUCKY	34	8	38	0	42.50	10.00	47.50	0.00
LOUISIANA	17	11	80	19	13.39	8.66	62.99	14.96
MAINE	9	20	16	13	15.00	33.33	30.00	21.67
MARYLAND	51	8	42	16	43.59	6.84	35.90	13.68
MASSACHUSETTS	35	55	2	0	38.04	59.78	2.17	0.00
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	22	63	6	0	23.66	67.74	6.60	0.00
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	106	8	3	55	61.63	4.65	1.74	31.98
MONTANA	6	1	0	0	85.71	14.29	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	45	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	26	14	4	1	57.78	31.11	8.89	2.22
NEW JERSEY	31	1	0	0	96.87	3.13	0.00	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	44	736	191	14	4.47	74.72	19.39	1.42
NORTH CAROLINA	11	19	5	13	22.92	39.58	10.42	27.06
NORTH DAKOTA	1	8	0	1	10.00	80.00	0.00	10.00
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	4	2	2	28	11.11	5.56	5.56	77.78
OREGON	14	9	0	12	40.00	25.71	0.00	34.29
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	8	168	3	0.00	4.47	93.85	1.68
RHODE ISLAND	0	0	10	2	0.00	0.00	83.33	16.67
SOUTH CAROLINA	47	2	6	9	73.44	3.13	9.38	14.06
SOUTH DAKOTA	2	4	0	0	33.33	66.67	0.00	0.00
TENNESSEE	8	9	0	10	29.63	33.33	0.00	37.04
TEXAS	89	396	71	63	14.36	63.97	11.47	10.18
UTAH	6	2	26	0	17.65	5.88	76.47	0.00
VERMONT	1	10	10	1	4.55	45.45	45.45	4.55
VIRGINIA	10	16	10	26	16.13	25.81	16.13	41.94
WASHINGTON	64	2	33	7	60.38	1.89	31.13	6.60
WEST VIRGINIA	0	3	0	1	0.00	75.00	0.00	25.00
WISCONSIN	0	0	0	12	0.00	0.00	0.00	100.00
WYOMING	19	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	8	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	941	1,874	1,086	612	20.85	41.52	24.06	13.56

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	5	0	19	0	20.83	0.00	79.17	0.00
ALASKA	30	1	3	0	88.24	2.94	8.82	0.00
ARIZONA	15	0	45	0	25.00	0.00	75.00	0.00
ARKANSAS	30	0	9	0	76.92	0.00	23.08	0.00
CALIFORNIA	63	125	2	0	33.16	65.79	1.05	0.00
COLORADO	13	5	7	0	52.00	20.00	28.00	0.00
CONNECTICUT	17	23	20	0	28.33	38.33	33.33	0.00
DELAWARE	2	0	6	0	25.00	0.00	75.00	0.00
DISTRICT OF COLUMBIA	0	1	1	1	0.00	33.33	33.33	33.33
FLORIDA	37	45	4	0	43.02	52.33	4.65	0.00
GEORGIA	16	7	4	8	45.71	20.00	11.43	22.86
HAWAII	3	7	0	0	30.00	70.00	0.00	0.00
IDAHO	3	4	3	0	30.00	40.00	30.00	0.00
ILLINOIS	22	84	12	1	18.49	70.59	10.08	0.84
INDIANA	11	2	26	0	28.21	5.13	66.67	0.00
IOWA	10	14	0	4	35.71	50.00	0.00	14.29
KANSAS	24	3	11	1	61.54	7.69	28.21	2.56
KENTUCKY	10	6	7	0	43.48	26.09	30.43	0.00
LOUISIANA	16	24	12	0	30.77	46.15	23.08	0.00
MAINE	2	9	13	2	7.69	34.62	50.00	7.69
MARYLAND	17	5	27	0	34.69	10.20	55.10	0.00
MASSACHUSETTS	19	24	1	1	42.22	53.33	2.22	2.22
MICHIGAN	24	62	1	3	26.67	68.89	1.11	3.33
MINNESOTA	[illegible]	31	4	1	37.93	53.45	6.90	1.72
MISSISSIPPI	2	3	2	0	28.57	42.86	28.57	0.00
MISSOURI	50	9	20	6	58.82	10.59	23.53	7.06
MONTANA	4	1	18	0	17.39	4.35	78.26	0.00
NEBRASKA	10	6	0	0	62.50	37.50	0.00	0.00
NEVADA	4	2	0	0	66.67	33.33	0.00	0.00
NEW HAMPSHIRE	10	3	0	0	76.92	23.08	0.00	0.00
NEW JERSEY	2	7	2	0	18.18	63.64	18.18	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	29	27	127	0	15.85	14.75	69.40	0.00
NORTH CAROLINA	6	0	2	0	75.00	0.00	25.00	0.00
NORTH DAKOTA	2	2	4	1	22.22	22.22	44.44	11.11
OHIO	12	33	5	1	23.53	64.71	9.80	1.96
OKLAHOMA	12	27	0	0	30.77	69.23	0.00	0.00
OREGON	49	7	8	20	58.33	8.33	9.52	23.81
PENNSYLVANIA	50	15	31	17	44.25	13.27	27.43	15.04
PUERTO RICO	0	1	48	0	0.00	2.04	97.96	0.00
RHODE ISLAND	1	2	8	0	9.09	18.18	72.73	0.00
SOUTH CAROLINA	25	8	2	2	67.57	21.62	5.41	5.41
SOUTH DAKOTA	1	6	1	0	12.50	75.00	12.50	0.00
TENNESSEE	20	20	0	3	46.51	46.51	0.00	6.98
TEXAS	62	134	53	30	22.22	48.03	19.00	10.75
UTAH	9	0	158	1	5.36	0.00	94.05	0.60
VERMONT	2	8	0	0	20.00	80.00	0.00	0.00
VIRGINIA	270	12	2	17	89.70	3.99	0.66	5.65
WASHINGTON	33	1	21	5	55.00	1.67	35.00	8.33
WEST VIRGINIA	5	1	0	0	83.33	16.67	0.00	0.00
WISCONSIN	12	28	7	0	25.53	59.57	14.89	0.00
WYOMING	13	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	4	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	1,110	845	756	125	39.14	29.80	26.66	4.41

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	0	1	0	1	0.00	50.00	0.00	50.00
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	1	10	0	0	9.09	90.91	0.00	0.00
COLORADO	0	0	17	0	0.00	0.00	100.00	0.00
CONNECTICUT	0	0	0	0	-	-	-	-
DELAWARE	0	0	5	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	1	0	0.00	0.00	100.00	0.00
FLORIDA	0	1	0	0	0.00	100.00	0.00	0.00
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	18	10	0	0.00	64.29	35.71	0.00
INDIANA	0	0	2	0	0.00	0.00	100.00	0.00
IOWA	0	2	0	0	0.00	100.00	0.00	0.00
KANSAS	0	0	2	0	0.00	0.00	100.00	0.00
KENTUCKY	0	0	0	0	-	-	-	-
LOUISIANA	0	13	3	0	0.00	81.25	18.75	0.00
MAINE	3	1	0	0	75.00	25.00	0.00	0.00
MARYLAND	0	1	4	0	0.00	20.00	60.00	0.00
MASSACHUSETTS	2	4	0	0	33.33	66.67	0.00	0.00
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	5	1	0	0.00	83.33	16.67	0.00
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	3	32	7	3	6.67	71.11	15.56	6.67
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0		1	0	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	1	0	0	0	100.00	0.00	0.00	0.00
NEW JERSEY	0	0	1	0	0.00	0.00	100.00	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	30	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	1	3	0	0.00	25.00	75.00	0.00
OHIO	0	2	0	0	0.00	100.00	0.00	0.00
OKLAHOMA	2	4	1	8	13.33	26.67	6.67	53.33
OREGON	2	1	0	0	66.67	33.33	0.00	0.00
PENNSYLVANIA	0	0	2	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	1	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	1	0.00	0.00	0.00	100.00
SOUTH DAKOTA	0	1	0	0	0.00	100.00	0.00	0.00
TENNESSEE	1	0	0	0	100.00	0.00	0.00	0.00
TEXAS	0	12	15	1	0.00	42.86	53.57	3.57
UTAH	1	0	6	0	14.29	0.00	85.71	0.00
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	5	1	1	0	71.43	14.29	14.29	0.00
WASHINGTON	0	0	2	0	0.00	0.00	100.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	4	0	0	0.00	100.00	0.00	0.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	22	115	114	14	8.30	43.40	43.02	5.28

DATA AS OF OCTOBER 1, 1985.

Table GC2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	0	0	0	0	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	143	815	125	0	13.20	75.25	11.54	0.00
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	173	14	0	0.00	92.51	7.49	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	35	6	0	0	85.37	14.63	0.00	0.00
LOUISIANA	299	882	497	67	17.13	50.54	28.48	3.84
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	1,146	2,565	305	12	28.45	63.68	7.57	0.30
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	19	106	0	18	13.29	74.13	0.00	12.59
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	145	0	0	0.00	100.00	0.00	0.00
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	155	1,005	136	245	10.06	65.22	8.83	15.90
WASHINGTON	12	342	122	1	2.52	71.70	25.58	0.21
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	3	35	0	0	7.89	92.11	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	1,812	6,074	1,199	343	19.22	64.43	12.72	3.64

DATA AS OF OCTOBER 1, 1985.

Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS NUMBER: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	ALL CONDITIONS PERCENT: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	52.593	21.205	681	852	69.82	28.15	0.90	1.13
ALASKA	8.512	877	53	9	90.86	9.28	0.56	0.10
ARIZONA	40.963	4.279	1.157	572	87.21	9.11	2.46	1.22
ARKANSAS	33.696	5.936	1.859	128	80.96	14.26	4.47	0.31
CALIFORNIA	228.651	95.135	2.895	0	69.99	29.12	0.89	0.00
COLORADO	31.529	7.570	1.053	116	78.30	18.80	2.61	0.29
CONNECTICUT	36.198	13.126	5.367	529	66.76	22.94	9.38	0.92
DELAWARE	5.030	5.169	2.000	23	41.16	42.29	16.36	0.19
DISTRICT OF COLUMBIA	1.935	2.635	952	176	33.96	46.24	16.71	3.09
FLORIDA	97.400	34.210	7.809	1.508	69.11	24.27	5.54	1.07
GEORGIA	76.515	19.918	2.230	195	77.40	20.15	2.26	0.20
HAWAII	4.752	6.511	562	0	40.19	55.06	4.75	0.00
IDAHO	11.047	5.041	534	24	66.36	30.28	3.21	0.14
ILLINOIS	135.849	55.538	17.351	1.175	64.72	26.46	8.27	0.56
INDIANA	64.469	25.116	3.026	13	69.09	26.91	3.24	0.76
IOWA	33.576	14.406	680	96	68.86	29.55	1.39	0.20
KANSAS	26.441	7.473	1.122	769	75.23	19.77	2.97	2.03
KENTUCKY	49.612	14.101	2.750	544	74.04	21.04	4.10	0.81
LOUISIANA	46.292	21.572	5.019	1.100	62.58	29.16	6.77	1.49
MAINE	20.014	2.166	838	497	85.04	9.29	3.56	2.11
MARYLAND	50.859	19.268	6.918	396	64.02	24.25	11.23	0.50
MASSACHUSETTS	93.507	19.372	3.864	1.023	79.40	16.45	3.28	0.87
MICHIGAN	91.664	40.253	2.764	420	67.84	29.79	2.06	0.31
MINNESOTA	53.888	10.073	3.368	254	79.74	14.90	4.98	0.38
MISSISSIPPI	37.026	8.976	462	167	79.40	19.25	0.99	0.36
MISSOURI	70.185	16.636	2.462	2.633	76.36	18.10	2.68	2.86
MONTANA	10.292	2.718	327	15	77.08	20.36	2.45	0.11
NEBRASKA	20.832	4.587	730	142	79.24	17.45	2.78	0.54
NEVADA	10.060	1.099	484	269	84.31	9.21	4.06	2.42
NEW HAMPSHIRE	10.495	2.167	524	85	79.08	16.33	3.95	0.64
NEW JERSEY	97.462	41.716	6.523	517	66.66	28.53	4.46	0.35
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	107.662	105.132	31.653	1.357	43.80	42.77	12.68	0.55
NORTH CAROLINA	99.656	14.231	2.662	3.027	83.35	11.90	2.23	2.53
NORTH DAKOTA	8.059	1.560	196	41	81.59	16.00	2.00	0.42
OHIO	117.971	53.780	10.440	1.530	64.21	29.27	5.66	0.83
OKLAHOMA	47.413	8.149	107	1.015	83.64	14.36	0.19	1.79
OREGON	36.663	4.402	650	551	86.81	10.37	1.53	1.30
PENNSYLVANIA	99.661	60.993	10.967	174	56.06	35.45	6.39	0.10
PUERTO RICO	10.560	10.425	5.370	446	39.44	36.87	20.02	1.67
RHODE ISLAND	11.024	4.536	563	131	67.62	27.91	3.46	0.81
SOUTH CAROLINA	51.462	10.327	2.644	104	79.75	16.00	4.10	0.16
SOUTH DAKOTA	8.053	915	291	42	86.58	9.84	3.13	0.45
TENNESSEE	73.069	14.648	754	1.462	81.23	16.28	0.84	1.65
TEXAS	203.330	41.259	6.944	2.560	80.02	16.24	2.73	1.01
UTAH	30.260	5.163	2.106	172	80.22	13.74	5.59	0.46
VERMONT	6.694	977	240	12	84.67	12.03	2.95	0.15
VIRGINIA	54.944	24.604	6.475	1.271	62.60	26.35	7.40	1.45
WASHINGTON	39.424	16.491	1.759	40	68.31	26.57	3.05	0.07
WEST VIRGINIA	29.629	6.252	654	91	80.46	16.96	2.32	0.25
WISCONSIN	59.616	4.291	1.672	395	90.36	6.50	2.53	0.60
WYOMING	9.463	1.715	256	4	82.76	14.97	2.23	0.03
AMERICAN SAMOA	140	8	40	0	74.47	4.26	21.26	0.00
GUAM	800	772	132	6	46.76	45.15	7.72	0.35
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3.070	551	142	9	84.65	12.05	3.11	0.20
U.S. & INSULAR AREAS	2.665.509	920.290	175.316	29.431	70.32	24.26	4.63	0.76

DATA AS OF OCTOBER 1, 1985.

Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	22,041	493	0	149	97.17	2.17	0.00	0.66
ALASKA	5,664	275	15	0	95.13	4.62	0.25	0.00
ARIZONA	22,384	2,326	24	0	90.50	9.40	0.10	0.00
ARKANSAS	17,693	1,858	62	13	90.19	9.43	0.32	0.07
CALIFORNIA	137,513	55,869	615	0	71.18	28.50	0.32	0.00
COLORADO	17,942	1,251	0	6	93.45	6.52	0.00	0.03
CONNECTICUT	21,625	4,959	811	28	70.86	18.88	2.96	0.10
DELAWARE	2,466	3,243	516	2	38.60	02.08	0.29	0.03
DISTRICT OF COLUMBIA	816	1,612	246	3	30.48	60.22	9.19	0.11
FLORIDA	44,061	11,852	437	11	78.18	21.03	0.78	0.02
GEORGIA	31,082	2,868	8	4	91.52	8.44	0.02	0.01
HAWAII	2,601	4,970	43	0	34.16	65.27	0.56	0.00
IDAHO	6,497	1,925	0	0	77.14	22.86	0.00	0.00
ILLINOIS	67,570	20,227	1,123	21	75.97	22.74	1.26	0.02
INDIANA	22,968	0,195	15	0	78.72	21.23	0.05	0.00
IOWA	16,967	3,201	2	5	84.10	15.87	0.01	0.02
KANSAS	14,377	1,279	13	59	91.41	0.13	0.08	0.38
KENTUCKY	9,628	1,779	61	28	83.75	15.47	0.53	0.24
LOUISIANA	26,400	11,297	477	43	69.08	29.56	1.25	0.11
MAINE	7,954	1,013	37	122	87.16	11.10	0.41	1.34
MARYLAND	38,230	13,015	1,469	40	67.55	29.08	3.28	0.09
MASSACHUSETTS	33,008	6,838	1,364	361	79.40	16.45	3.28	0.87
MICHIGAN	39,360	15,084	55	39	72.17	27.66	0.10	0.07
MINNESOTA	38,489	2,817	196	13	90.97	8.41	0.58	0.04
MISSISSIPPI	15,001	2,315	22	4	86.50	13.35	0.13	0.02
MISSOURI	32,469	3,444	23	495	86.12	9.45	0.06	1.36
MONTANA	5,803	1,218	4	0	82.60	17.34	0.06	0.00
NEBRASKA	10,181	1,137	54	0	89.53	10.00	0.47	0.00
NEVADA	6,665	341	0	0	95.13	4.87	0.00	0.00
NEW HAMPSHIRE	7,581	718	53	4	90.73	8.59	0.63	0.05
NEW JERSEY	37,073	24,762	1,094	72	58.85	39.30	1.74	0.11
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	68,720	53,328	4,765	109	54.14	42.02	3.75	0.09
NORTH CAROLINA	50,810	2,646	13	794	93.64	4.88	0.02	1.46
NORTH DAKOTA	4,316	156	3	6	96.32	3.48	0.07	0.13
OHIO	58,482	11,308	252	18	83.47	16.14	0.36	0.03
OKLAHOMA	26,229	1,095	20	16	95.87	4.00	0.07	0.06
OREGON	22,042	849	10	1	96.24	3.71	0.04	0.00
PENNSYLVANIA	36,053	25,441	1,538	24	57.18	40.35	2.44	0.04
PUERTO RICO	2,065	54	0	0	97.45	2.55	0.00	0.00
RHODE ISLAND	7,892	3,152	77	8	70.91	28.32	0.69	0.07
SOUTH CAROLINA	20,025	1,493	301	4	91.76	6.84	1.38	0.02
SOUTH DAKOTA	3,500	198	10	2	94.34	5.34	0.27	0.05
TENNESSEE	36,543	4,280	0	32	89.45	10.48	0.00	0.08
TEXAS	126,392	16,884	977	78	87.58	11.70	0.68	0.05
UTAH	11,984	1,407	19	3	89.35	10.49	0.14	0.02
VERMONT	3,173	15	4	0	99.40	9.47	0.13	0.00
VIRGINIA	26,505	10,157	1,720	28	69.01	26.44	4.48	0.07
WASHINGTON	23,624	7,855	109	4	74.78	24.86	0.35	0.01
WEST VIRGINIA	13,507	1,034	31	1	92.69	7.10	0.21	0.01
WISCONSIN	26,428	693	20	0	97.37	2.55	0.07	0.00
WYOMING	5,015	830	31	0	85.35	14.13	0.53	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	317	266	0	0	54.37	45.63	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,555	72	0	0	97.26	2.74	0.00	0.00
U.S. & INSULAR AREAS	1,322,284	352,587	18,739	2,642	77.95	20.79	1.10	0.16

DATA AS OF OCTOBER 1, 1985.

Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	15,152	54	1	38	99.39	0.35	0.01	0.25
ALASKA	2,196	121	0	0	94.78	5.22	0.00	0.00
ARIZONA	6,833	684	6	0	90.03	9.09	0.08	0.00
ARKANSAS	7,360	409	149	17	92.77	5.14	1.87	0.21
CALIFORNIA	74,283	4,326	106	0	94.36	5.50	0.14	0.00
COLORADO	6,376	206	4	1	96.77	3.16	0.06	0.02
CONNECTICUT	9,357	407	696	3	87.74	3.82	6.42	0.03
DELAWARE	1,272	96	0	0	92.98	7.02	0.00	0.00
DISTRICT OF COLUMBIA	991	152	16	0	85.36	13.09	1.55	0.00
FLORIDA	42,689	287	17	0	99.29	0.67	0.04	0.00
GEORGIA	21,302	60	0	2	99.58	0.37	0.04	0.01
HAWAII	1,961	21	1	0	98.89	1.06	0.05	0.00
IDAHO	4,046	55	0	0	98.66	1.34	0.00	0.00
ILLINOIS	54,951	1,327	198	1	97.30	2.35	0.35	0.00
INDIANA	36,847	0	53	0	99.86	0.00	0.14	0.00
IOWA	11,167	101	0	2	99.09	0.90	0.00	0.02
KANSAS	10,932	13	25	60	99.11	0.12	0.23	0.54
KENTUCKY	20,619	1,817	61	2	91.42	8.30	0.28	0.01
LOUISIANA	16,736	654	56	4	94.62	4.84	0.32	0.02
MAINE	4,676	150	0	34	96.36	2.96	0.00	0.67
MARYLAND	17,352	2,349	220	11	87.37	11.50	1.08	0.05
MASSACHUSETTS	21,507	4,456	889	235	79.40	16.45	3.28	0.87
MICHIGAN	33,375	1,576	32	36	95.30	4.50	0.09	0.11
MINNESOTA	13,326	426	4	0	96.67	3.10	0.03	0.00
MISSISSIPPI	15,805	329	13	1	97.68	2.04	0.08	0.01
MISSOURI	26,716	1,038	9	442	94.72	3.66	0.03	1.57
MONTANA	3,499	26	1	0	99.23	0.74	0.03	0.00
NEBRASKA	6,960	0	0	0	100.00	0.00	0.00	0.00
NEVADA	2,539	0	0	65	97.50	0.00	0.00	2.56
NEW HAMPSHIRE	1,533	336	26	62	78.33	17.17	1.33	3.17
NEW JERSEY	34,641	1,192	426	9	97.11	2.12	0.76	0.02
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	27,264	3,865	1,667	1	83.04	11.62	5.13	0.00
NORTH CAROLINA	25,641	171	3	72	99.05	0.66	0.01	0.28
NORTH DAKOTA	3,172	16	1	16	96.97	0.50	0.03	0.50
OHIO	50,531	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	15,298	50	4	709	95.25	0.31	0.02	4.41
OREGON	10,236	342	0	1	96.76	3.23	0.00	0.01
PENNSYLVANIA	53,506	500	32	15	98.99	0.93	0.06	0.03
PUERTO RICO	453	242	177	46	49.24	26.30	19.24	5.22
RHODE ISLAND	2,525	39	5	0	96.29	1.52	0.19	0.00
SOUTH CAROLINA	16,265	51	33	0	99.49	0.31	0.20	0.00
SOUTH DAKOTA	3,436	106	6	0	96.79	2.99	0.23	0.00
TENNESSEE	24,674	166	0	4	99.32	0.66	0.00	0.02
TEXAS	54,503	1,429	99	6	97.26	2.55	0.18	0.01
UTAH	7,978	1	37	0	99.53	0.01	0.46	0.00
VERMONT	1,917	9	0	2	99.43	0.47	0.00	0.10
VIRGINIA	22,330	487	1,651	17	91.20	1.99	6.74	0.07
WASHINGTON	10,529	345	0	0	96.63	3.17	0.00	0.00
WEST VIRGINIA	10,545	6	0	0	99.94	0.06	0.00	0.00
WISCONSIN	13,664	0	0	0	100.00	0.00	0.00	0.00
WYOMING	3,266	56	34	0	97.26	1.73	1.01	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	162	12	0	0	93.61	6.19	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,062	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	986,536	31,007	6,996	1,916	95.79	3.27	0.74	0.20

DATA AS OF OCTOBER 1, 1985.

Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	11,331	18,420	65	145	37.02	61.48	0.22	0.48
ALASKA	159	184	8	2	45.04	52.12	2.27	0.57
ARIZONA	4,085	466	183	0	86.29	9.84	3.87	0.00
ARKANSAS	7,718	3,225	1,049	61	64.03	26.76	8.70	0.51
CALIFORNIA	683	18,498	161	0	3.53	95.64	0.83	0.00
COLORADO	939	2,544	653	0	22.70	61.51	15.79	0.00
CONNECTICUT	533	2,919	457	53	13.45	73.67	11.53	1.34
DELAWARE	252	694	515	2	17.22	47.44	35.20	0.14
DISTRICT OF COLUMBIA	51	558	318	22	5.37	58.80	33.51	2.32
FLORIDA	1,446	14,074	4,533	23	7.20	70.10	22.58	0.11
GEORGIA	10,095	12,629	1,020	14	42.49	53.16	4.29	0.06
HAWAII	27	935	197	0	2.33	80.67	17.00	0.00
IDAHO	91	2,509	161	0	3.27	90.22	6.51	0.00
ILLINOIS	2,063	20,694	5,859	27	7.20	72.25	20.46	0.09
INDIANA	2,892	16,332	1,670	0	13.04	78.17	7.99	0.00
IOWA	2,466	7,242	194	9	24.88	73.07	1.96	0.09
KANSAS	716	4,355	161	141	13.33	81.05	3.00	2.62
KENTUCKY	6,576	7,505	767	84	44.04	50.26	5.14	0.56
LOUISIANA	1,238	5,917	2,657	197	12.37	59.12	26.55	1.97
MAINE	3,328	288	364	91	81.75	7.07	8.94	2.24
MARYLAND	748	2,453	2,435	10	13.25	43.45	43.13	0.18
MASSACHUSETTS	19,823	4,107	819	217	79.40	16.45	3.28	0.87
MICHIGAN	5,367	12,430	568	40	29.16	67.54	3.09	0.22
MINNESOTA	4,686	5,079	1,110	8	43.06	46.67	10.20	0.07
MISSISSIPPI	5,651	5,847	329	56	47.56	49.20	2.77	0.47
MISSOURI	4,531	8,690	1,885	293	29.41	56.45	12.23	1.90
MONTANA	229	916	45	0	19.24	76.97	3.78	0.00
NEBRASKA	2,915	1,458	257	0	62.96	31.49	5.55	0.00
NEVADA	137	421	264	0	16.67	51.22	32.12	0.00
NEW HAMPSHIRE	325	313	181	5	31.74	50.10	17.68	0.49
NEW JERSEY	572	6,157	621	25	7.76	83.48	0.42	0.34
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,830	17,270	8,430	73	6.63	62.57	30.54	0.26
NORTH CAROLINA	16,851	7,589	988	229	65.88	29.67	3.55	0.90
NORTH DAKOTA	156	1,285	67	10	10.28	84.65	4.41	0.66
OHIO	7,165	35,159	6,368	25	14.71	72.17	13.07	0.05
OKLAHOMA	5,864	5,613	22	24	47.23	52.35	0.21	0.22
OREGON	1,168	1,720	228	4	37.44	55.13	7.31	0.13
PENNSYLVANIA	3,832	26,649	4,188	92	11.03	76.68	12.03	0.26
PUERTO RICO	7,128	7,612	2,755	83	40.52	43.32	15.68	0.47
RHODE ISLAND	54	759	158	2	5.60	78.65	15.54	0.21
SOUTH CAROLINA	10,215	6,592	1,459	18	55.87	36.05	7.98	0.10
SOUTH DAKOTA	681	367	87	4	59.79	32.22	7.64	0.35
TENNESSEE	8,335	7,299	213	24	52.52	45.99	1.34	0.15
TEXAS	6,622	11,185	2,694	37	32.24	54.46	13.12	0.18
UTAH	680	1,671	289	2	25.74	63.25	10.94	0.08
VERMONT	1,295	836	3	2	60.63	39.14	0.14	0.09
VIRGINIA	2,049	9,710	845	343	15.83	75.00	6.53	2.65
WASHINGTON	1,879	4,598	591	0	26.58	65.05	8.36	0.00
WEST VIRGINIA	4,141	4,330	582	4	45.72	47.81	6.43	0.04
WISCONSIN	8,111	2,058	961	0	72.88	18.49	8.63	0.00
WYOMING	146	469	94	0	20.59	66.15	13.26	0.00
AMERICAN SAMOA	0	0	29	0	0.00	0.00	100.00	0.00
GUAM	266	430	62	0	35.09	56.73	8.18	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	52	333	48	5	11.87	76.03	10.96	1.14
U.S. & INSULAR AREAS	189,385	341,601	60,591	2,506	31.88	57.50	10.20	0.42

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NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3,164	1,102	206	99	69.35	24.00	4.49	2.16
ALASKA	162	138	20	6	49.69	42.33	6.13	1.84
ARIZONA	4,300	435	325	0	84.98	6.60	6.42	0.00
ARKANSAS	318	235	37	4	53.54	39.56	6.23	0.67
CALIFORNIA	766	5,476	1,719	0	9.05	68.62	21.53	0.00
COLORADO	4,893	2,454	165	65	64.58	32.39	2.10	0.66
CONNECTICUT	5,454	3,776	2,443	339	45.40	31.44	20.34	2.82
DELAWARE	965	1,077	580	10	36.66	40.92	22.04	0.36
DISTRICT OF COLUMBIA	4	270	245	106	0.64	43.20	39.20	16.96
FLORIDA	6,272	5,661	1,766	148	52.13	35.68	11.26	0.93
GEORGIA	12,760	3,526	387	20	70.44	21.12	2.32	0.12
HAWAII	51	299	51	0	12.72	74.56	12.72	0.00
IDAHO	42	395	41	7	0.06	61.44	0.45	1.44
ILLINOIS	9,006	9,701	6,092	78	33.51	36.09	30.11	0.29
INDIANA	1,022	1,550	303	0	35.55	53.91	10.54	0.00
IOWA	2,115	2,761	121	29	41.91	55.11	2.40	0.57
KANSAS	1,751	1,289	256	461	46.61	34.31	6.61	12.27
KENTUCKY	412	625	693	90	22.64	34.34	38.06	4.95
LOUISIANA	901	2,143	700	53	23.73	56.44	16.44	1.40
MAINE	2,949	333	263	82	81.31	9.16	7.25	2.26
MARYLAND	621	769	2,095	55	17.54	21.72	59.18	1.55
MASSACHUSETTS	12,610	2,654	529	140	79.40	16.45	3.28	0.67
MICHIGAN	10,360	7,413	1,667	249	52.67	37.61	6.46	1.26
MINNESOTA	3,024	1,222	1,716	176	49.27	19.91	27.96	2.67
MISSISSIPPI	194	177	25	7	48.14	43.92	6.20	1.74
MISSOURI	4,276	2,466	156	676	56.46	32.56	2.06	6.93
MONTANA	412	292	19	2	56.63	40.26	2.62	0.26
NEBRASKA	409	1,440	135	142	19.24	67.73	6.35	6.66
NEVADA	447	246	0	5	63.86	35.43	0.00	0.71
NEW HAMPSHIRE	593	371	166	4	52.20	32.66	14.79	0.35
NEW JERSEY	3,680	6,638	3,071	259	26.96	48.64	22.50	1.90
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	5,685	22,223	9,650	776	15.27	57.67	25.04	2.01
NORTH CAROLINA	3,563	2,505	425	1,140	46.66	32.62	5.57	14.94
NORTH DAKOTA	221	60	32	7	65.00	23.53	9.41	2.06
OHIO	267	2,706	2,766	218	4.80	45.26	46.30	3.65
OKLAHOMA	217	684	23	83	21.55	67.92	2.26	8.24
OREGON	1,214	690	126	99	52.13	38.21	5.41	4.25
PENNSYLVANIA	3,554	7,235	3,324	27	25.13	51.17	23.51	0.19
PUERTO RICO	223	50	0	2	61.09	16.18	0.00	0.73
RHODE ISLAND	357	500	168	21	33.49	46.90	17.64	1.97
SOUTH CAROLINA	3,675	1,715	268	18	64.75	30.21	4.72	0.32
SOUTH DAKOTA	142	126	49	6	43.69	39.38	15.08	1.65
TENNESSEE	1,280	1,059	121	74	50.51	41.79	4.76	2.92
TEXAS	8,893	5,365	1,309	906	53.92	32.65	7.94	5.49
UTAH	8,914	1,752	685	114	77.75	15.28	5.97	0.99
VERMONT	276	14	61	5	73.54	3.70	21.43	1.32
VIRGINIA	1,786	3,061	1,303	326	27.49	47.43	20.06	5.02
WASHINGTON	1,570	1,462	311	21	46.39	43.79	9.19	0.62
WEST VIRGINIA	805	560	125	3	53.21	36.33	8.26	0.20
WISCONSIN	8,924	957	256	0	66.03	9.44	2.53	0.00
WYOMING	696	286	62	1	66.54	27.45	5.91	0.10
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	6	32	0	0	20.00	60.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	61	103	35	0	30.65	51.76	17.59	0.00
U.S. & INSULAR AREAS	148,750	120,407	49,156	7,159	45.70	36.99	15.10	2.20

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Table GC3

NUMBER AND PERCENT OF CHILDREN 6 – 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983–1984

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	313	257	210	16	39.93	31.97	27.11	1.99
ALASKA	97	38	0	1	71.32	27.94	0.00	0.74
ARIZONA	475	45	294	0	50.33	5.53	36.12	0.00
ARKANSAS	284	52	241	0	49.22	9.01	41.77	0.00
CALIFORNIA	1,256	3,512	21	0	26.23	73.33	0.44	0.00
COLORADO	487	207	93	1	61.00	26.27	11.80	0.13
CONNECTICUT	360	99	221	4	52.03	13.47	32.31	0.58
DELAWARE	33	21	157	0	15.04	9.95	74.41	0.00
DISTRICT OF COLUMBIA	49	14	0	1	76.56	21.87	0.00	1.56
FLORIDA	93	1,044	403	0	6.64	67.79	26.17	0.00
GEORGIA	522	331	622	1	35.37	22.43	42.14	0.07
HAWAII	49	104	22	0	28.00	59.43	12.57	0.00
IDAHO	207	62	134	0	51.36	15.38	33.25	0.00
ILLINOIS	1,005	1,690	302	1	33.52	56.37	10.07	0.03
INDIANA	288	376	333	0	28.09	37.71	33.40	0.00
IOWA	340	259	237	0	40.67	30.98	28.35	0.00
KANSAS	235	105	189	7	43.04	19.59	35.26	1.31
KENTUCKY	212	222	537	2	21.79	22.82	55.19	0.21
LOUISIANA	309	468	371	29	26.25	39.76	31.52	2.46
MAINE	192	39	106	26	52.89	10.74	29.20	7.16
MARYLAND	604	185	384	4	51.32	15.72	32.63	0.34
MASSACHUSETTS	1,309	271	54	15	79.38	16.43	3.27	0.91
MICHIGAN	966	1,282	11	1	42.74	56.73	0.49	0.04
MINNESOTA	847	254	186	1	65.76	19.72	14.44	0.08
MISSISSIPPI	168	76	26	0	62.22	28.15	9.63	0.00
MISSOURI	754	258	153	107	59.28	20.28	12.03	8.41
MONTANA	74	44	89	0	35.75	21.26	43.00	0.00
NEBRASKA	114	115	228	0	24.95	25.16	49.89	0.00
NEVADA	44	66	0	0	40.00	60.00	0.00	0.00
NEW HAMPSHIRE	178	70	20	0	66.42	26.12	7.46	0.00
NEW JERSEY	387	582	201	9	32.82	49.36	17.05	0.76
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	1,149	875	1,545	4	32.16	24.49	43.24	0.11
NORTH CAROLINA	1,050	216	638	21	54.55	11.22	33.14	1.09
NORTH DAKOTA	97	28	39	0	59.15	17.07	23.78	0.00
OHIO	544	1,125	222	1	28.75	59.46	11.73	0.05
OKLAHOMA	186	188	12	9	47.09	47.59	3.04	2.28
OREGON	896	150	181	0	73.02	12.22	14.75	0.00
PENNSYLVANIA	1,847	634	815	4	55.63	19.70	24.55	0.12
PUERTO RICO	168	452	585	29	13.84	37.23	46.54	2.39
RHODE ISLAND	45	12	89	0	30.82	8.22	60.96	0.00
SOUTH CAROLINA	566	222	248	1	54.58	21.41	23.92	0.10
SOUTH DAKOTA	103	5	20	0	80.47	3.91	15.62	0.00
TENNESSEE	1,004	366	315	4	59.44	21.67	18.65	0.24
TEXAS	1,072	1,299	425	4	38.29	46.39	15.18	0.14
UTAH	349	9	130	0	71.52	1.84	26.64	0.00
VERMONT	124	5	62	0	64.92	2.62	32.46	0.00
VIRGINIA	544	407	83	2	52.51	39.29	8.01	0.19
WASHINGTON	349	513	158	1	34.18	50.24	15.48	0.10
WEST VIRGINIA	145	108	7	0	55.77	41.54	2.69	0.00
WISCONSIN	658	98	185	0	69.93	10.41	19.66	0.00
WYOMING	78	24	5	0	72.90	22.43	4.67	0.00
AMERICAN SAMOA	0	8	1	0	0.00	88.89	11.11	0.00
GUAM	5	17	0	0	22.73	77 27	0.00	0.00
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	33	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	23,283	18,929	11,598	308	43.00	34.99	21.44	0.57

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Table GC3

NUMBER AND PERCENT OF CHILDREN 6 – 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983–1984

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	46	604	53	40	5.73	82.69	6.60	4.90
ALASKA	62	53	6	0	51.24	43.80	4.96	0.00
ARIZONA	375	62	234	0	55.09	9.24	34.87	0.00
ARKANSAS	81	116	106	22	24.77	36.09	32.42	6.73
CALIFORNIA	155	2,954	176	0	4.72	89.92	5.36	0.00
COLORADO	303	739	72	4	27.10	66.10	6.44	0.36
CONNECTICUT	71	301	206	7	12.14	51.45	35.21	1.20
DELAWARE	0	2	49	0	0.00	3.92	96.08	0.00
DISTRICT OF COLUMBIA	0	6	21	34	0.00	9.84	34.43	55.74
FLORIDA	0	0	0	0	–	–	–	–
GEORGIA	0	0	0	0	–	–	–	–
HAWAII	0	71	86	0	0.00	51.82	48.18	0.00
IDAHO	0	12	94	0	0.00	11.32	88.66	0.00
ILLINOIS	0	0	0	0	–	–	–	–
INDIANA	3	348	398	0	0.40	46.46	53.14	0.00
IOWA	3	448	37	0	0.61	91.80	7.58	0.00
KANSAS	8	224	233	32	1.61	45.07	46.88	6.44
KENTUCKY	63	472	335	25	7.04	52.74	37.43	2.79
LOUISIANA	40	225	372	9	6.19	34.83	57.59	1.39
MAINE	304	260	13	20	49.27	45.38	2.11	3.24
MARYLAND	171	260	1,652	17	7.37	12.07	79.83	0.73
MASSACHUSETTS	2,057	426	85	23	79.30	16.44	3.28	0.89
MICHIGAN	107	716	268	5	9.76	65.33	24.45	0.46
MINNESOTA	0	0	0	0	–	–	–	–
MISSISSIPPI	29	102	27	21	16.20	56.98	15.08	11.73
MISSOURI	54	171	36	115	14.29	45.24	10.05	30.42
MONTANA	52	196	54	2	17.11	64.47	17.76	0.66
NEBRASKA	0	224	0	0	0.00	100.00	0.00	0.00
NEVADA	44	15	94	0	26.76	9.60	61.44	0.00
NEW HAMPSHIRE	12	54	50	2	10.17	45.73	42.37	1.69
NEW JERSEY	319	1,734	892	40	10.69	56.09	29.86	1.34
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	304	1,327	3,772	107	5.52	24.08	66.46	1.94
NORTH CAROLINA	214	496	419	144	16.76	39.06	32.66	11.29
NORTH DAKOTA	0	0	0	0	–	–	–	–
OHIO	77	2,124	424	33	2.90	79.91	15.95	1.24
OKLAHOMA	56	383	22	92	10.45	69.01	3.96	16.58
OREGON	66	346	4	17	15.17	80.00	0.92	3.91
PENNSYLVANIA	0	0	23	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	2	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	1	6	6	0	7.69	46.15	46.15	0.00
SOUTH CAROLINA	21	29	112	42	19.29	14.22	54.90	20.59
SOUTH DAKOTA	122	92	65	4	43.11	32.51	22.97	1.41
TENNESSEE	120	1,060	1	29	9.92	87.60	0.08	2.40
TEXAS	912	1,607	976	46	25.74	45.36	27.60	1.30
UTAH	12	228	918	4	1.03	19.62	79.00	0.34
VERMONT	11	76	5	2	11.46	81.25	5.21	2.06
VIRGINIA	158	716	689	53	9.78	44.31	42.64	3.28
WASHINGTON	71	770	480	2	5.37	58.20	36.28	0.15
WEST VIRGINIA	196	61	43	3	64.69	20.13	14.19	0.99
WISCONSIN	81	216	0	0	27.09	72.91	0.00	0.00
WYOMING	0	0	0	0	–	–	–	–
AMERICAN SAMOA	0	0	5	9	9.00	0.00	100.00	0.00
GUAM	0	7	88	5	0.00	8.75	85.00	6.25
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	45	43	55	4	30.61	29.25	37.41	2.72
U.S. & INSULAR AREAS	6,828	20,494	13,920	1,005	16.16	48.51	32.95	2.38

DATA AS OF OCTOBER 1, 1985.

Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	173	123	0	57	49.01	34.04	0.00	10.15
ALASKA	128	31	0	0	80.50	19.50	0.00	0.00
ARIZONA	328	37	25	0	84.02	9.54	6.44	0.00
ARKANSAS	48	12	71	1	36.30	9.09	53.78	0.70
CALIFORNIA	2,552	2,931	13	0	46.43	53.33	0.24	0.00
COLORADO	368	148	13	39	64.79	20.06	2.29	0.07
CONNECTICUT	112	85	37	13	41.95	31.84	21.35	4.07
DELAWARE	21	22	151	0	10.02	11.34	77.84	0.00
DISTRICT OF COLUMBIA	0	0	24	0	0.00	0.00	100.00	0.00
FLORIDA	489	1,045	192	4	24.74	63.40	11.02	0.24
GEORGIA	227	449	17	15	32.55	63.42	2.40	2.12
HAWAII	23	82	111	0	12.07	37.10	50.23	0.00
IDAHO	118	24	0	0	83.10	16.90	0.00	0.00
ILLINOIS	480	1,051	1,390	252	12.93	33.98	44.94	8.15
INDIANA	181	228	77	0	37.24	46.91	15.84	0.00
IOWA	407	183	7	51	62.01	28.24	1.08	7.07
KANSAS	217	55	134	4	52.05	13.41	32.68	0.98
KENTUCKY	244	155	34	132	43.19	27.43	0.02	23.36
LOUISIANA	158	250	158	19	27.01	42.74	27.01	3.25
MAINE	180	80	11	39	62.07	28.09	3.79	13.45
MARYLAND	192	91	210	93	32.76	15.53	35.84	15.87
MASSACHUSETTS	1,029	213	43	11	79.40	16.44	3.32	0.85
MICHIGAN	1,570	1,575	170	48	40.60	40.83	5.00	1.43
MINNESOTA	724	175	69	13	73.00	17.64	7.03	1.33
MISSISSIPPI	107	111	7	78	35.31	36.63	2.31	25.74
MISSOURI	461	418	59	132	43.16	38.95	5.52	12.36
MONTANA	88	3	2	6	86.08	3.80	2.53	7.59
NEBRASKA	172	204	2	6	45.50	53.97	0.53	0.00
NEVADA	132	8	81	30	57.14	3.46	26.41	12.99
NEW HAMPSHIRE	72	28	8	3	64.86	25.23	7.21	2.70
NEW JERSEY	331	252	184	13	42.44	32.31	23.59	1.67
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	780	886	1,073	61	30.23	25.81	41.59	2.36
NORTH CAROLINA	493	207	22	122	58.41	24.53	2.61	14.45
NORTH DAKOTA	38	12	23	0	50.70	16.99	32.39	0.00
OHIO	492	1,018	298	1,232	18.19	33.44	9.81	40.55
OKLAHOMA	158	78	0	14	82.90	31.45	0.00	5.85
OREGON	320	37	50	184	85.74	7.21	6.32	20.73
PENNSYLVANIA	151	437	858	7	10.41	30.12	58.99	0.48
PUERTO RICO	40	1,271	5	131	2.78	87.84	0.35	9.05
RHODE ISLAND	88	48	35	4	50.29	27.43	20.00	2.29
SOUTH CAROLINA	310	157	120	17	51.32	25.99	19.87	2.81
SOUTH DAKOTA	32	13	28	2	42.87	17.33	37.33	2.67
TENNESSEE	300	319	0	297	38.32	38.82	0.00	25.06
TEXAS	1,304	778	201	420	48.24	28.78	7.44	15.54
UTAH	111	74	1	10	58.83	37.78	0.51	5.10
VERMONT	18	11	40	0	28.09	15.94	57.97	0.00
VIRGINIA	252	170	41	20	52.17	35.20	8.49	4.14
WASHINGTON	478	203	11	1	68.89	29.38	1.59	0.14
WEST VIRGINIA	93	101	54	7	38.47	39.81	21.18	2.75
WISCONSIN	1,418	209	122	0	81.85	11.98	6.98	0.00
WYOMING	97	14	18	0	78.38	11.02	12.60	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	78	1	0	0	94.12	5.88	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	38	0	4	0	90.48	0.00	9.52	0.00
U.S. & INSULAR AREAS	18,374	15,892	6,301	3,472	41.72	38.09	14.31	7.88

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Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	149	39	8	304	29.96	7.85	1.61	61.17
ALASKA	21	17	0	0	55.26	44.74	0.00	0.00
ARIZONA	0	0	0	572	0.00	0.00	0.00	100.00
ARKANSAS	66	26	24	9	52.00	20.80	19.20	7.20
CALIFORNIA	10,438	1,344	77	0	88.02	11.33	0.65	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	294	304	171	61	35.42	36.63	20.60	7.35
DELAWARE	7	3	0	6	26.92	11.54	30.77	30.77
DISTRICT OF COLUMBIA	0	0	72	0	0.00	0.00	100.00	0.00
FLORIDA	8	107	302	1,322	0.46	6.15	17.37	76.02
GEORGIA	71	21	0	130	30.07	9.13	0.00	60.00
HAWAII	0	3	7	0	0.00	30.00	70.00	0.00
IDAHO	12	37	0	17	10.10	56.06	0.00	25.76
ILLINOIS	457	257	235	795	26.20	14.74	13.47	45.58
INDIANA	0	61	0	0	0.00	100.00	0.00	0.00
IOWA	0	150	1	0	0.00	99.34	0.66	0.00
KANSAS	33	148	66	4	13.15	58.96	26.29	1.59
KENTUCKY	81	45	35	173	24.25	13.47	10.48	51.20
LOUISIANA	281	208	102	736	20.26	19.32	7.35	53.06
MAINE	164	5	34	56	63.32	1.93	13.13	21.62
MARYLAND	169	73	70	162	35.06	15.40	14.77	34.18
MASSACHUSETTS	1,309	271	54	14	79.43	16.44	3.28	0.85
MICHIGAN	0	3	0	0	-	-	-	-
MINNESOTA	502	77	42	43	75.00	11.60	6.33	6.48
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	648	47	21	334	61.71	4.48	2.00	31.81
MONTANA	110	14	0	5	85.27	10.85	0.00	3.88
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	4	0	65	106	1.57	0.00	25.49	72.94
NEW HAMPSHIRE	122	62	18	3	59.51	30.24	8.78	1.46
NEW JERSEY	342	328	0	69	44.59	42.76	1.04	11.60
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	728	5,222	442	223	10.90	79.04	6.69	3.38
NORTH CAROLINA	567	390	20	498	38.23	26.30	1.69	33.58
NORTH DAKOTA	24	2	0	2	85.71	7.14	0.00	7.14
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	98	19	0	57	56.32	10.92	0.00	32.76
OREGON	295	41	8	285	48.44	6.73	1.31	43.51
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	1	14	712	3	0.14	1.92	97.53	0.41
RHODE ISLAND	30	7	2	95	22.39	5.22	1.49	70.90
SOUTH CAROLINA	60	37	33	2	45.45	28.03	25.00	1.52
SOUTH DAKOTA	12	2	0	23	32.43	5.41	0.00	62.16
TENNESSEE	131	56	4	1,106	10.10	4.32	0.31	85.27
TEXAS	2,630	1,343	197	1,066	50.23	25.65	3.76	20.36
UTAH	102	30	2	37	56.98	21.23	1.12	20.67
VERMONT	40	0	39	1	46.51	6.98	45.35	1.16
VIRGINIA	84	58	90	474	11.76	8.12	13.73	66.39
WASHINGTON	737	642	39	11	51.57	44.93	2.73	0.77
WEST VIRGINIA	15	30	6	73	12.10	24.19	4.84	58.87
WISCONSIN	0	0	0	395	0.00	0.00	0.00	100.00
WYOMING	149	29	5	3	80.11	15.59	2.69	1.61
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	1	0	1	0.00	50.00	0.00	50.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	20,995	11,644	3,032	9,366	46.62	25.85	6.73	20.80

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Table GC3

NUMBER AND PERCENT OF CHILDREN 6 – 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983–1984

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	202	39	114	2	56.58	10.92	31.93	0.56
ALASKA	23	12	0	0	65.71	34.29	0.00	0.00
ARIZONA	185	24	64	0	67.77	8.79	23.44	0.00
ARKANSAS	106	8	110	1	47.11	3.56	48.89	0.44
CALIFORNIA	966	925	3	0	51.00	48.84	0.16	0.00
COLORADO	219	16	21	0	85.55	6.25	8.20	0.00
CONNECTICUT	203	84	63	2	57.67	23.86	17.90	0.57
DELAWARE	13	11	1	0	52.00	44.00	4.00	0.00
DISTRICT OF COLUMBIA	24	23	0	2	48.98	46.94	0.00	4.08
FLORIDA	422	126	94	0	65.73	19.63	14.64	0.00
GEORGIA	375	12	151	1	69.57	2.23	28.01	0.19
HAWAII	35	17	11	0	55.56	26.98	17.46	0.00
IDAHO	34	22	83	0	24.46	15.83	59.71	0.00
ILLINOIS	395	578	117	0	36.24	53.03	10.73	0.00
INDIANA	290	26	169	0	59.79	5.36	34.85	0.00
IOWA	111	29	28	0	66.07	17.26	16.67	0.00
KANSAS	172	5	41	1	78.54	2.28	18.72	0.46
KENTUCKY	279	32	145	4	60.65	6.96	31.52	0.87
LOUISIANA	203	102	98	0	50.37	25.31	24.32	0.00
MAINE	55	16	10	27	50.93	14.81	9.26	25.00
MARYLAND	269	50	160	5	55.58	10.33	33.06	1.03
MASSACHUSETTS	561	117	23	6	79.35	16.55	3.25	0.85
MICHIGAN	539	177	13	0	73.94	24.28	1.78	0.00
MINNESOTA	289	17	35	0	84.75	4.99	10.26	0.00
MISSISSIPPI	71	16	10	0	73.20	16.49	10.31	0.00
MISSOURI	271	50	108	35	58.41	10.78	23.28	7.54
MONTANA	43	8	98	0	28.86	5.37	65.77	0.00
NEBRASKA	81	9	54	0	56.25	6.25	37.50	0.00
NEVADA	48	0	0	3	94.12	0.00	0.00	5.88
NEW HAMPSHIRE	77	13	0	2	83.70	14.13	0.00	2.17
NEW JERSEY	133	68	23	1	59.11	30.22	10.22	0.44
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	990	336	211	3	64.29	21.82	13.70	0.19
NORTH CAROLINA	465	7	179	7	70.67	1.06	27.20	1.06
NORTH DAKOTA	37	1	19	0	64.91	1.75	33.33	0.00
OHIO	392	329	100	3	47.57	39.93	12.14	0.36
OKLAHOMA	102	28	2	4	75.00	20.59	1.47	2.94
OREGON	403	4	43	0	89.56	0.89	9.56	0.00
PENNSYLVANIA	934	72	208	5	76.62	5.91	17.06	0.41
PUERTO RICO	210	62	1,156	1	14.70	4.34	80.90	0.07
RHODE ISLAND	31	12	6	1	62.00	24.00	12.00	2.00
SOUTH CAROLINA	341	29	70	2	77.15	6.56	15.84	0.45
SOUTH DAKOTA	23	2	15	1	56.10	4.88	36.59	2.44
TENNESSEE	498	36	90	2	79.55	5.75	14.38	0.32
TEXAS	1,000	251	27	4	78.90	19.58	2.11	0.31
UTAH	122	2	6	2	91.04	1.49	5.97	1.49
VERMONT	37	2	4	0	86.05	4.65	9.30	0.00
VIRGINIA	1,232	14	43	8	94.99	1.08	3.32	0.62
WASHINGTON	186	73	33	0	63.70	25.00	11.30	0.00
WEST VIRGINIA	180	2	6	0	95.74	1.06	3.19	0.00
WISCONSIN	196	34	122	0	55.68	9.66	34.66	0.00
WYOMING	34	2	8	0	77.27	4.55	18.18	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	6	6	0	0	50.00	50.00	0.00	0.00
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	12	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	14,125	3,936	4,198	135	63.07	17.58	18.75	0.60

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Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	2	14	19	2	5.41	37.84	51.35	5.41
ALASKA	0	8	4	0	0.00	66.67	33.33	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	2	1	10	0	15.38	7.69	76.92	0.00
CALIFORNIA	19	96	2	0	16.24	82.05	1.71	0.00
COLORADO	0	3	32	0	0.00	8.57	91.43	0.00
CONNECTICUT	0	0	4	0	0.00	0.00	100.00	0.00
DELAWARE	1	0	17	0	5.56	0.00	94.44	0.00
DISTRICT OF COLUMBIA	0	0	8	8	0.00	0.00	50.00	50.00
FLORIDA	0	11	45	6	0.00	19.64	80.36	0.00
GEORGIA	1	2	17	0	5.00	10.00	85.00	0.00
HAWAII	0	2	53	0	0.00	3.64	96.36	0.00
IDAHO	0	0	1	0	0.00	0.00	100.00	0.00
ILLINOIS	0	13	35	0	0.00	27.08	72.92	0.00
INDIANA	0	0	8	0	0.00	0.00	100.00	0.00
IOWA	0	12	53	0	0.00	18.46	81.54	0.00
KANSAS	0	0	4	0	0.00	0.00	100.00	0.00
KENTUCKY	12	1	15	3	38.71	3.23	48.39	9.68
LOUISIANA	4	11	13	0	14.29	39.29	46.43	0.00
MAINE	6	2	0	0	75.00	25.00	0.00	0.00
MARYLAND	3	2	23	1	10.34	6.90	79.31	3.45
MASSACHUSETTS	94	19	4	1	79.66	16.10	3.39	0.85
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	1	6	10	0	5.88	35.29	58.82	0.00
MISSISSIPPI	0	3	3	0	0.00	50.00	50.00	0.00
MISSOURI	5	48	10	4	7.46	71.64	14.93	5.97
MONTANA	2	1	15	0	11.11	5.56	83.33	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	2	2	0	0	50.00	50.00	0.00	0.00
NEW JERSEY	4	3	3	0	40.00	30.00	30.00	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	78	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	2	2	27	0	6.45	6.45	87.10	0.00
NORTH DAKOTA	0	0	14	0	0.00	0.00	100.00	0.00
OHIO	1	13	8	0	4.55	59.09	36.36	0.00
OKLAHOMA	5	11	2	7	20.00	44.00	8.00	28.00
OREGON	23	1	0	0	95.83	4.17	0.00	0.00
PENNSYLVANIA	4	5	11	0	20.00	25.00	55.00	0.00
PUERTO RICO	0	23	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	1	1	5	0	14.29	14.29	71.43	0.00
SOUTH CAROLINA	4	2	0	0	66.67	33.33	0.00	0.00
SOUTH DAKOTA	2	2	9	0	15.38	15.38	69.23	0.00
TENNESSEE	4	7	10	0	19.05	33.33	47.62	0.00
TEXAS	2	25	37	1	3.08	38.46	56.92	1.54
UTAH	8	1	19	0	28.57	3.57	67.86	0.00
VERMONT	1	1	2	0	25.00	25.00	50.00	0.00
VIRGINIA	4	4	2	0	40.00	40.00	20.00	0.00
WASHINGTON	1	10	27	0	2.63	26.32	71.05	0.00
WEST VIRGINIA	2	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	0	24	6	0	0.00	80.00	20.00	0.00
WYOMING	0	1	[illegible]	0	0.00	50.00	50.00	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	0	0	2	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	222	393	670	27	16.92	29.95	51.07	2.06

DATA AS OF OCTOBER 1, 1985.

Table GC3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	0	0	0	0	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	189	192	36	19	43.35	44.04	8.26	4.36
DELAWARE	0	0	6	1	0.00	0.00	85.71	14.29
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	7	0	0	0.00	100.00	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	713	0.00	0.00	0.00	100.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	12,086	1,448	67	1	88.85	10.65	0.49	0.01
LOUISIANA	22	37	6	10	29.33	49.33	8.00	13.33
MAINE	6	0	0	0	100.00	0.00	0.00	0.00
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	300	543	0	151	30.18	54.63	0.00	15.19
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	1,073	0	0	0.00	100.00	0.00	0.00
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	0	0	0	0	-	-	-	-
WASHINGTON	2	0	0	0	100.00	0.00	0.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	140	0	0	0	100.00	0.00	0.00	0.00
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	12,745	3,300	115	895	74.73	19.35	0.67	5.25

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 16 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983–1984

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3,503	2,597	397	113	53.00	39.29	6.01	1.71
ALASKA	277	85	6	0	74.66	22.97	2.16	0.00
ARIZONA	1,966	230	222	101	78.22	9.06	8.74	3.96
ARKANSAS	1,468	267	1,341	15	47.05	9.25	43.22	0.46
CALIFORNIA	5,715	6,767	390	0	36.38	59.00	2.62	0.00
COLORADO	952	663	386	4	42.79	39.69	17.35	0.18
CONNECTICUT	2,632	1,735	877	70	49.53	32.65	16.50	1.32
DELAWARE	134	268	250	6	20.36	40.73	37.99	0.91
DISTRICT OF COLUMBIA	69	365	212	37	10.10	53.44	31.04	5.42
FLORIDA	2,200	2,267	2,526	445	29.56	30.48	33.96	5.98
GEORGIA	2,175	1,559	545	16	50.64	36.30	12.69	0.37
HAWAII	104	225	82	0	25.30	54.74	19.95	0.00
IDAHO	59	76	43	546	8.15	10.50	5.94	75.41
ILLINOIS	3,381	3,498	4,342	67	29.95	30.99	38.47	0.59
INDIANA	1,191	886	1,049	118	35.62	29.49	31.37	3.53
IOWA	1,209	1,535	0	5	43.96	55.64	0.00	0.18
KANSAS	718	580	274	223	40.00	32.31	15.26	12.42
KENTUCKY	1,632	687	564	46	55.34	23.30	19.80	1.56
LOUISIANA	1,633	1,915	1,665	47	33.57	35.07	30.49	0.66
MAINE	272	657	124	202	21.67	52.35	9.66	16.10
MARYLAND	1,706	1,166	2,263	106	32.54	22.24	43.16	2.06
MASSACHUSETTS	3,192	2,392	1,557	367	42.40	31.77	20.68	5.14
MICHIGAN	3,901	4,961	835	124	39.64	50.61	6.48	1.26
MINNESOTA	1,702	927	752	5	50.27	27.36	22.21	0.15
MISSISSIPPI	1,664	669	96	18	70.42	25.27	3.63	0.68
MISSOURI	5,256	2,997	602	335	57.19	32.61	6.55	3.65
MONTANA	366	203	34	0	60.70	33.67	5.64	0.00
NEBRASKA	1,003	307	156	9	66.00	20.61	10.58	0.61
NEVADA	135	65	61	59	42.19	20.31	19.06	18.44
NEW HAMPSHIRE	622	231	85	1	66.24	24.60	9.05	0.11
NEW JERSEY	1,673	3,063	840	52	32.14	52.56	14.41	0.89
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	4,204	7,899	5,039	103	24.38	45.80	29.22	0.60
NORTH CAROLINA	1,290	1,130	820	465	34.82	30.50	22.13	12.55
NORTH DAKOTA	231	185	65	1	46.02	36.85	16.93	0.20
OHIO	3,273	3,337	3,149	114	33.15	33.80	31.90	1.15
OKLAHOMA	1,264	415	7	18	74.18	24.35	0.41	1.06
OREGON	974	446	184	9	60.38	27.65	11.41	0.56
PENNSYLVANIA	3,717	4,337	2,637	24	34.69	40.48	24.61	0.22
PUERTO RICO	939	1,436	6,131	95	10.92	16.70	71.28	1.10
RHODE ISLAND	309	303	224	7	36.65	35.94	26.57	0.83
SOUTH CAROLINA	1,882	810	561	98	56.16	24.17	16.74	2.92
SOUTH DAKOTA	338	76	210	10	53.31	11.99	33.12	1.58
TENNESSEE	3,590	1,872	672	169	56.96	29.70	10.66	2.68
TEXAS	8,424	5,680	3,033	272	48.39	32.63	17.42	1.56
UTAH	197	140	567	9	21.58	15.33	62.10	0.99
VERMONT	268	196	3	4	56.90	41.61	0.64	0.85
VIRGINIA	2,471	1,956	919	103	45.35	35.90	16.87	1.89
WASHINGTON	1,096	1,208	431	1	40.06	44.15	15.75	0.04
WEST VIRGINIA	1,793	574	310	4	66.88	21.41	11.56	0.15
WISCONSIN	2,086	349	526	23	69.91	11.70	17.63	0.77
WYOMING	744	155	64	1	77.18	16.08	6.64	0.10
AMERICAN SAMOA	6	0	10	0	37.50	0.00	62.50	0.00
GUAM	54	69	49	2	27.84	45.88	25.26	1.03
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	167	62	49	2	59.64	22.14	17.50	0.71
U.S. & INSULAR AREAS	92,439	78,878	48,278	4,693	41.21	35.17	21.53	2.09

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	1,434	30	0	7	97.48	2.04	0.00	0.48
ALASKA	226	1	0	0	99.56	0.44	0.00	0.00
ARIZONA	960	96	0	0	90.91	9.09	0.00	0.00
ARKANSAS	769	101	1	0	88.85	11.34	0.11	0.00
CALIFORNIA	4,517	1,729	85	0	71.35	27.31	1.34	0.00
COLORADO	669	84	0	0	88.84	11.16	0.00	0.00
CONNECTICUT	1,314	274	81	1	70.88	16.41	4.85	0.06
DELAWARE	67	136	21	0	29.91	60.71	9.38	0.00
DISTRICT OF COLUMBIA	46	173	4	1	20.54	77.23	1.79	0.45
FLORIDA	1,546	374	29	0	79.32	19.19	1.49	0.00
GEORGIA	976	66	1	0	93.58	6.33	0.10	0.00
HAWAII	80	97	0	0	45.20	54.80	0.00	0.00
IDAHO	5	3	0	0	62.50	37.50	0.00	0.00
ILLINOIS	2,192	452	86	1	80.26	16.55	3.15	0.04
INDIANA	776	58	12	0	91.73	6.86	1.42	0.00
IOWA	609	176	0	0	82.13	17.87	0.00	0.00
KANSAS	471	9	0	7	96.71	1.85	0.00	1.44
KENTUCKY	245	41	15	1	81.13	13.58	4.97	0.33
LOUISIANA	1,149	560	85	1	64.81	31.20	4.74	0.06
MAINE	136	36	2	31	68.34	15.08	1.01	15.58
MARYLAND	1,206	692	107	5	60.00	34.43	5.32	0.25
MASSACHUSETTS	1,127	844	550	137	42.49	31.75	20.69	5.15
MICHIGAN	2,868	526	114	9	76.29	19.22	4.17	0.33
MINNESOTA	948	160	39	0	82.65	13.95	3.40	0.00
MISSISSIPPI	907	111	6	0	88.57	10.84	0.59	0.00
MISSOURI	2,666	306	2	44	89.13	9.45	0.06	1.36
MONTANA	263	61	1	0	88.92	18.77	0.31	0.00
NEBRASKA	563	0	0	0	100.00	0.00	0.00	0.00
NEVADA	116	10	0	0	92.06	7.94	0.00	0.00
NEW HAMPSHIRE	411	32	0	0	92.78	7.22	0.00	0.00
NEW JERSEY	1,239	1,009	118	10	52.15	42.47	4.97	0.42
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,834	2,196	369	4	52.45	40.64	6.83	0.07
NORTH CAROLINA	119	84	8	153	32.69	23.08	2.20	42.03
NORTH DAKOTA	170	8	1	0	94.97	4.47	0.56	0.00
OHIO	2,655	188	36	0	90.17	6.26	1.58	0.00
OKLAHOMA	847	11	3	1	98.26	1.28	0.35	0.12
OREGON	605	69	2	0	89.50	10.21	0.30	0.00
PENNSYLVANIA	2,266	691	243	1	70.97	21.45	7.54	0.03
PUERTO RICO	54	8	0	0	87.10	12.90	0.00	0.00
RHODE ISLAND	268	110	16	0	68.02	27.92	4.06	0.00
SOUTH CAROLINA	533	57	29	1	85.97	9.19	4.68	0.16
SOUTH DAKOTA	192	10	3	0	93.66	4.88	1.46	0.00
TENNESSEE	2,111	167	0	1	92.63	7.33	0.00	0.04
TEXAS	6,084	2,411	689	9	66.18	26.23	7.49	0.10
UTAH	92	12	7	0	82.88	10.81	6.31	0.00
VERMONT	99	1	0	1	98.02	0.99	0.00	0.99
VIRGINIA	1,229	254	37	3	80.70	16.68	2.43	0.20
WASHINGTON	740	357	7	1	66.97	32.31	0.63	0.09
WEST VIRGINIA	1,054	38	4	0	96.17	3.47	0.36	0.00
WISCONSIN	897	47	31	0	92.00	4.82	3.18	0.00
WYOMING	575	32	6	0	93.80	5.22	0.98	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	14	15	0	0	48.28	51.72	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	131	38	0	0	77.51	22.49	0.00	0.00
U.S. & INSULAR AREAS	53,150	15,045	2,850	430	74.36	21.05	3.99	0.60

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	42	0	0	1	97.67	0.00	0.00	2.33
ALASKA	10	0	1	0	90.91	0.00	9.09	0.00
ARIZONA	17	2	0	0	89.47	10.53	0.00	0.00
ARKANSAS	87	1	0	0	98.86	1.14	0.00	0.00
CALIFORNIA	364	79	4	0	81.43	17.67	0.89	0.00
COLORADO	43	0	0	0	100.00	0.00	0.00	0.00
CONNECTICUT	51	1	7	1	85.00	1.67	11.67	1.67
DELAWARE	3	1	0	0	75.00	25.00	0.00	0.00
DISTRICT OF COLUMBIA	8	0	0	0	100.00	0.00	0.00	0.00
FLORIDA	230	0	0	0	100.00	0.00	0.00	0.00
GEORGIA	59	0	1	1	96.72	0.00	1.64	1.64
HAWAII	0	3	0	0	0.00	100.00	0.00	0.00
IDAHO	7	0	0	0	100.00	0.00	0.00	0.00
ILLINOIS	175	17	21	0	82.16	7.98	9.86	0.00
INDIANA	106	0	2	0	98.15	0.00	1.85	0.00
IOWA	19	1	0	0	95.00	5.00	0.00	0.00
KANSAS	14	0	9	0	60.87	0.00	39.13	0.00
KENTUCKY	293	2	0	1	96.99	0.66	0.00	0.34
LOUISIANA	152	151	1	0	50.00	49.67	0.33	0.00
MAINE	10	0	0	16	38.46	0.00	0.00	61.54
MARYLAND	149	65	35	0	59.84	26.10	14.06	0.00
MASSACHUSETTS	734	550	358	69	42.40	31.77	20.68	5.14
MICHIGAN	195	8	6	0	96.06	3.94	0.00	0.00
MINNESOTA	54	1	1	0	96.43	1.79	1.79	0.00
MISSISSIPPI	144	2	0	0	96.63	1.37	0.00	0.00
MISSOURI	311	12	1	5	94.53	3.65	0.30	1.52
MONTANA	10	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	24	0	0	0	100.00	0.00	0.00	0.00
NEVADA	5	0	0	0	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	41	0	0	0	100.00	0.00	0.00	0.00
NEW JERSEY	213	6	10	0	93.01	2.62	4.37	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	257	37	192	0	52.68	7.61	39.51	0.00
NORTH CAROLINA	57	2	0	6	87.69	3.06	0.00	9.25
NORTH DAKOTA	9	0	1	0	90.00	0.00	10.00	0.00
OHIO	115	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	19	0	0	0	100.00	0.00	0.00	0.00
OREGON	40	1	0	1	95.24	2.38	0.00	2.38
PENNSYLVANIA	223	4	3	0	96.96	1.74	1.30	0.00
PUERTO RICO	43	51	203	4	14.29	16.94	67.44	1.33
RHODE ISLAND	3	1	0	0	75.00	25.00	0.00	0.00
SOUTH CAROLINA	37	26	0	0	56.92	43.06	0.00	0.00
SOUTH DAKOTA	33	0	0	0	100.00	0.00	0.00	0.00
TENNESSEE	84	2	2	0	95.45	2.27	2.27	0.00
TEXAS	1,014	917	2	1	52.43	47.41	0.10	0.05
UTAH	19	0	12	0	61.29	0.00	38.71	0.00
VERMONT	4	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	133	2	14	2	86.06	1.32	9.27	1.32
WASHINGTON	77	1	0	0	98.72	1.28	0.00	0.00
WEST VIRGINIA	235	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	75	0	7	0	91.46	0.00	8.54	0.00
WYOMING	15	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	15	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	6,077	1,948	887	128	67.22	21.55	9.81	1.42

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	1,763	2,325	157	18	41.36	54.54	3.68	0.42
ALASKA	19	59	2	0	23.75	73.75	2.50	0.00
ARIZONA	682	82	72	0	81.58	9.81	8.61	0.00
ARKANSAS	533	162	1,277	7	26.93	8.19	64.53	0.35
CALIFORNIA	100	4,895	79	0	1.97	96.47	1.56	0.00
COLORADO	21	529	290	0	2.50	62.98	34.52	0.00
CONNECTICUT	170	874	248	17	12.99	66.77	18.95	1.30
DELAWARE	25	81	142	3	9.96	32.27	56.57	1.20
DISTRICT OF COLUMBIA	10	140	169	8	3.06	42.81	51.68	2.45
FLORIDA	175	1,509	1,598	78	5.21	44.91	47.56	2.32
GEORGIA	873	1,331	379	3	33.76	51.47	14.66	0.12
HAWAII	6	91	31	0	4.69	71.09	24.22	0.00
IDAHO	11	31	25	0	16.42	46.27	37.31	0.00
ILLINOIS	325	2,324	2,073	1	6.88	49.21	43.89	0.02
INDIANA	243	851	708	80	12.91	45.22	37.62	4.25
IOWA	227	1,624	0	0	18.15	81.85	0.00	0.00
KANSAS	95	495	35	99	13.12	68.37	4.83	13.67
KENTUCKY	317	489	412	11	25.79	39.79	33.52	0.90
LOUISIANA	268	920	1,166	2	11.38	39.05	49.49	0.08
MAINE	81	302	61	50	15.76	56.75	15.76	9.73
MARYLAND	209	323	1,075	2	12.99	20.07	66.81	0.12
MASSACHUSETTS	677	507	336	82	42.42	31.77	20.68	5.14
MICHIGAN	693	3,463	392	61	15.04	75.14	6.51	1.32
MINNESOTA	414	647	532	0	25.99	40.62	33.40	0.00
MISSISSIPPI	777	517	79	12	56.10	37.33	5.70	0.87
MISSOURI	1,162	2,230	463	75	29.42	56.46	12.23	1.90
MONTANA	56	102	5	0	34.36	62.58	3.07	0.00
NEBRASKA	353	229	69	0	54.22	35.18	16.60	0.00
NEVADA	5	29	40	35	4.59	26.61	36.70	32.11
NEW HAMPSHIRE	78	124	49	0	31.08	49.40	19.52	0.00
NEW JERSEY	100	1,279	255	11	6.06	77.75	15.50	0.67
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	363	3,432	1,874	14	6.39	60.39	32.98	0.25
NORTH CAROLINA	872	899	283	211	38.50	39.69	12.49	9.32
NORTH DAKOTA	36	172	50	1	13.90	66.41	19.31	0.39
OHIO	905	2,657	2,582	2	14.73	43.23	42.01	0.03
OKLAHOMA	363	356	1	11	49.66	46.70	0.14	1.50
OREGON	160	266	148	0	27.87	46.34	25.76	0.00
PENNSYLVANIA	624	3,202	1,846	16	10.97	56.29	32.45	0.28
PUERTO RICO	225	506	3,144	7	5.60	13.03	80.99	0.18
RHODE ISLAND	12	159	102	0	4.40	58.24	37.36	0.00
SOUTH CAROLINA	1,144	655	442	84	49.20	28.17	19.01	3.61
SOUTH DAKOTA	64	50	107	1	34.71	20.66	44.21	0.41
TENNESSEE	1,180	1,300	214	6	43.70	48.15	7.93	0.22
TEXAS	594	1,398	1,410	10	17.41	40.97	41.32	0.29
UTAH	17	82	154	1	6.69	32.28	60.63	0.39
VERMONT	108	162	1	0	39.85	59.78	0.37	0.00
VIRGINIA	488	1,469	381	42	20.50	61.72	16.01	1.76
WASHINGTON	132	534	201	0	15.22	61.59	23.18	0.00
WEST VIRGINIA	423	460	277	0	36.47	39.66	23.88	0.00
WISCONSIN	342	125	346	0	42.07	15.38	42.56	0.00
WYOMING	38	76	38	1	24.84	49.67	24.84	0.65
AMERICAN SAMOA	0	0	8	0	0.00	0.00	100.00	0.00
GUAM	27	44	22	0	29.03	47.31	23.66	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	7	10	32	0	14.29	20.41	65.31	0.00
U.S. & INSULAR AREAS	18,612	45,978	25,916	1,062	20.33	50.21	28.30	1.16

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	183	78	77	3	53.67	22.87	22.58	0.88
ALASKA	7	3	3	0	53.05	23.08	23.08	0.00
ARIZONA	201	26	9	0	85.17	11.02	3.81	0.00
ARKANSAS	11	4	2	0	64.71	23.53	11.76	0.00
CALIFORNIA	69	266	155	0	14.08	54.29	31.63	0.00
COLORADO	125	163	9	4	41.53	54.15	2.99	1.33
CONNECTICUT	1,004	494	285	31	55.35	27.23	15.71	1.71
DELAWARE	36	44	55	1	26.47	32.35	40.44	0.74
DISTRICT OF COLUMBIA	0	47	0	15	0.00	75.81	0.00	24.19
FLORIDA	181	148	599	239	15.51	12.68	51.33	20.48
GEORGIA	186	97	43	2	56.71	29.57	13.11	0.61
HAWAII	6	12	7	0	24.00	48.00	28.00	0.00
IDAHO	7	28	0	0	20.00	80.00	0.00	0.00
ILLINOIS	603	391	1,751	10	21.89	14.19	63.56	0.36
INDIANA	14	40	47	34	10.37	29.63	34.81	25.19
IOWA	102	131	0	0	43.70	56.22	0.00	0.00
KANSAS	86	36	4	103	37.55	15.72	1.75	44.98
KENTUCKY	27	10	44	5	31.40	11.63	51.16	5.81
LOUISIANA	108	151	87	13	30.08	42.06	24.23	3.62
MAINE	8	273	30	47	2.23	76.26	8.38	13.13
MARYLAND	46	37	259	11	13.03	10.48	73.37	3.12
MASSACHUSETTS	437	328	213	53	42.39	31.81	20.66	5.14
MICHIGAN	579	348	148	38	52.02	31.27	13.30	3.41
MINNESOTA	211	55	98	2	57.65	15.03	26.78	0.55
MISSISSIPPI	13	5	3	0	61.90	23.81	14.29	0.00
MISSOURI	433	250	16	68	56.45	32.59	2.09	8.87
MONTANA	19	19	0	0	50.00	50.00	0.00	0.00
NEBRASKA	11	39	11	9	15.71	55.71	15.71	12.86
NEVADA	2	7	0	10	10.53	36.84	0.00	52.63
NEW HAMPSHIRE	29	7	14	1	43.28	34.33	20.90	1.49
NEW JERSEY	225	44	271	17	23.05	47.44	27.77	1.74
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	351	1,328	1,483	46	10.94	41.40	46.23	1.43
NORTH CAROLINA	104	58	20	53	44.26	24.68	8.51	22.55
NORTH DAKOTA	8	4	2	0	57.14	28.57	14.29	0.00
OHIO	18	66	310	29	4.26	15.60	73.29	6.86
OKLAHOMA	10	18	0	3	32.26	58.06	0.00	9.68
OREGON	54	42	13	2	48.65	37.84	11.71	1.80
PENNSYLVANIA	335	297	230	3	38.73	34.34	26.59	0.35
PUERTO RICO	184	67	0	3	72.44	26.38	0.00	1.18
RHODE ISLAND	16	24	32	1	21.92	32.88	43.84	1.37
SOUTH CAROLINA	88	29	16	1	65.67	21.64	11.94	0.75
SOUTH DAKOTA	10	6	13	2	32.26	19.35	41.94	6.45
TENNESSEE	69	62	316	3	15.33	13.78	70.22	0.67
TEXAS	319	259	395	80	30.29	24.60	37.51	7.60
UTAH	50	24	100	4	28.09	13.48	56.18	2.25
VERMONT	25	1	1	0	92.59	3.70	3.70	0.00
VIRGINIA	128	78	141	17	35.16	21.43	38.74	4.67
WASHINGTON	48	36	40	0	33.33	38.89	27.78	0.00
WEST VIRGINIA	52	39	11	2	50.00	37.50	10.58	1.92
WISCONSIN	473	123	63	0	71.78	18.66	9.56	0.00
WYOMING	95	45	15	0	61.29	29.03	9.68	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	1	0	0	0	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	10	1	0	0.00	90.91	9.09	0.00
U.S. & INSULAR AREAS	7,407	6,652	7,442	965	32.97	29.61	33.13	4.30

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983-1984

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	38	20	104	2	23.17	12.20	63.41	1.22
ALASKA	[illegible]	10	0	0	44.44	55.56	0.00	0.00
ARIZONA	39	5	48	0	42.39	5.43	52.17	0.00
ARKANSAS	4	2	14	0	20.00	10.00	70.00	0.00
CALIFORNIA	152	419	2	0	26.53	73.12	0.35	0.00
COLORADO	55	7	34	0	57.29	7.29	35.42	0.00
CONNECTICUT	44	11	123	1	24.58	6.15	68.72	0.56
DELAWARE	1	3	3	1	12.50	37.50	37.50	12.50
DISTRICT OF COLUMBIA	1	1	1	1	25.00	25.00	25.00	25.00
FLORIDA	9	151	205	0	2.47	41.37	56.16	0.00
GEORGIA	52	40	117	3	24.53	18.87	55.19	1.42
HAWAII	12	14	43	0	17.39	20.29	62.32	0.00
IDAHO	6	6	11	0	24.00	32.00	44.00	0.00
ILLINOIS	53	171	116	0	15.59	50.29	34.12	0.00
INDIANA	33	21	142	0	16.64	10.71	72.45	0.00
IOWA	21	20	0	1	50.00	47.62	0.00	2.36
KANSAS	19	5	80	3	17.76	4.67	74.77	2.80
KENTUCKY	26	22	39	0	33.33	28.21	36.46	0.00
LOUISIANA	43	55	126	0	19.20	24.55	56.25	0.00
MAINE	15	0	4	3	68.18	0.00	18.18	13.64
MARYLAND	36	19	128	1	19.57	10.33	69.57	0.54
MASSACHUSETTS	45	34	21	5	42.66	32.38	20.00	4.76
MICHIGAN	168	254	0	0	39.81	60.19	0.00	0.00
MINNESOTA	38	39	64	0	26.95	27.66	45.39	0.00
MISSISSIPPI	17	14	4	0	48.57	40.00	11.43	0.00
MISSOURI	172	76	52	28	52.44	23.17	15.85	6.54
MONTANA	4	1	9	0	28.57	7.14	64.29	0.00
NEBRASKA	26	0	54	0	32.50	0.00	67.50	0.00
NEVADA	3	18	0	0	14.29	65.71	0.00	0.00
NEW HAMPSHIRE	38	30	4	0	52.78	41.67	5.56	0.00
NEW JERSEY	24	58	46	2	16.46	44.62	35.38	1.54
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	177	223	258	1	26.86	33.84	39.15	0.15
NORTH CAROLINA	47	8	146	2	23.15	3.94	71.92	0.99
NORTH DAKOTA	6	0	14	0	30.00	0.00	70.00	0.00
OHIO	111	164	80	0	31.27	46.20	22.54	0.00
OKLAHOMA	16	11	2	0	55.17	37.93	6.90	0.00
OREGON	45	9	10	0	70.31	14.06	15.62	0.00
PENNSYLVANIA	168	92	129	0	43.19	23.65	33.16	0.00
PUERTO RICO	197	169	645	7	19.35	16.60	63.36	0.69
RHODE ISLAND	4	1	51	0	7.14	1.79	91.07	0.00
SOUTH CAROLINA	43	19	25	0	49.43	21.84	28.74	0.00
SOUTH DAKOTA	5	0	19	0	20.83	0.00	79.17	0.00
TENNESSEE	88	86	75	2	35.06	34.26	29.88	0.80
TEXAS	130	185	79	1	32.91	46.84	20.00	0.25
UTAH	15	0	119	0	11.19	0.00	88.81	0.00
VERMONT	18	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	245	16	29	0	84.48	5.52	10.00	0.00
WASHINGTON	18	68	68	0	12.33	41.10	46.58	0.00
WEST VIRGINIA	11	7	1	0	57.89	36.84	5.26	0.00
WISCONSIN	56	5	42	0	54.37	4.85	40.78	0.00
WYOMING	7	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	9	23	0	0	28.12	71.87	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	1	0	50.00	0.00	50.00	0.00
U.S. & INSULAR AREAS	2,619	2,606	3,378	64	30.22	30.07	38.98	0.74

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3	116	32	10	1.86	72.05	10.88	6.21
ALASKA	1	8	2	0	9.09	72.73	18.10	0.00
ARIZONA	50	16	63	0	38.76	12.40	48.84	0.00
ARKANSAS	4	13	36	4	7.02	22.8	63.16	7.02
CALIFORNIA	30	641	42	0	4.21	89.90	5.89	0.00
COLORADO	15	72	33	0	12.50	60.00	27.50	0.00
CONNECTICUT	6	24	40	6	7.89	31.58	52.63	7.89
DELAWARE	0	0	3	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	1	7	9	0.00	5.88	41.18	52.94
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	4	0	0	0.00	100.00	0.00	0.00
IDAHO	0	0	0	141	0.00	0.00	0.00	100.00
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	7	99	4	0.00	6.36	90.00	3.64
IOWA	0	136	0	0	0.00	100.00	0.00	0.00
KANSAS	0	25	1	9	0.00	71.43	2.86	25.71
KENTUCKY	8	40	54	3	7.62	38.10	51.43	2.86
LOUISIANA	8	33	133	1	4.57	18.86	76.00	0.57
MAINE	10	15	0	12	27.03	40.54	0.00	32.43
MARYLAND	17	16	554	5	2.87	2.70	93.58	0.84
MASSACHUSETTS	70	53	34	9	42.17	31.93	20.48	5.42
MICHIGAN	0	181	136	0	0.00	57.10	42.90	0.00
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	2	15	4	0	9.52	71.43	19.05	0.00
MISSOURI	6	20	5	13	13.64	45.45	11.36	29.55
MONTANA	5	15	10	0	16.67	50.00	33.33	0.00
NEBRASKA	0	39	0	0	0.00	100.00	0.00	0.00
NEVADA	2	1	20	3	7.69	3.85	76.92	11.54
NEW HAMPSHIRE	2	10	10	0	9.09	45.45	45.45	0.00
NEW JERSEY	32	151	104	3	11.03	52.07	35.86	1.03
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	44	189	595	15	5.22	22.42	70.58	1.78
NORTH CAROLINA	19	31	316	10	5.05	8.24	84.04	2.66
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	4	160	87	5	1.56	62.50	33.98	1.95
OKLAHOMA	1	8	0	1	10.00	80.00	0.00	10.00
OREGON	0	49	0	0	0.00	100.00	0.00	0.00
PENNSYLVANIA	0	0	13	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	3	0	0.00	0.00	100.00	0.00
SOUTH CAROLINA	0	3	20	7	0.00	10.00	66.67	23.33
SOUTH DAKOTA	7	9	40	1	12.28	15.79	70.18	1.75
TENNESSEE	7	210	2	8	3.08	92.51	0.88	3.52
TEXAS	37	158	359	10	6.56	28.01	63.65	1.77
UTAH	0	20	171	2	0.00	10.36	88.60	1.04
VERMONT	1	30	0	0	3.23	96.77	0.00	0.00
VIRGINIA	21	106	264	26	5.04	25.42	63.31	6.24
WASHINGTON	7	111	80	0	3.54	56.06	40.40	0.00
WEST VIRGINIA	0	4	8	0	0.00	33.33	66.67	0.00
WISCONSIN	35	27	0	0	56.45	43.55	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	24	1	0.00	0.00	96.00	4.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	4	12	2	0.00	22.22	66.67	11.11
U.S. & INSULAR AREAS	454	2,771	3,416	320	6.52	39.81	49.07	4.60

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	15	18	0	5	39.47	47.37	0.00	13.16
ALASKA	3	2	0	0	60.00	40.00	0.00	0.00
ARIZONA	20	1	10	0	64.52	3.23	32.26	0.00
ARKANSAS	19	3	7	0	65.52	10.34	24.14	0.00
CALIFORNIA	157	358	1	0	30.43	69.38	0.19	0.00
COLORADO	14	26	2	0	33.33	61.90	4.76	0.00
CONNECTICUT	11	12	19	0	26.19	28.57	45.24	0.00
DELAWARE	1	0	23	1	4.00	0.00	92.00	4.00
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	29	56	33	1	24.37	47.06	27.73	0.84
GEORGIA	16	24	2	2	36.36	54.55	4.55	4.55
HAWAII	0	2	1	0	0.00	66.67	33.33	0.00
IDAHO	14	0	0	114	10.94	0.00	0.00	89.06
ILLINOIS	14	77	211	9	4.50	24.78	67.85	2.89
INDIANA	8	9	15	0	25.00	28.12	46.87	0.00
IOWA	22	20	0	4	47.83	43.48	0.00	8.70
KANSAS	24	2	9	1	66.67	5.56	25.00	2.78
KENTUCKY	7	20	7	12	15.22	43.48	15.22	26.09
LOUISIANA	9	14	20	0	20.93	32.56	46.51	0.00
MAINE	7	15	5	26	13.21	28.30	9.43	49.06
MARYLAND	17	10	21	32	21.25	12.50	26.25	40.00
MASSACHUSETTS	35	26	17	4	42.68	31.71	20.73	4.88
MICHIGAN	137	176	38	16	37.33	47.96	10.35	4.36
MINNESOTA	18	18	6	0	42.86	42.86	14.29	0.00
MISSISSIPPI	4	5	0	5	28.57	35.71	0.00	35.71
MISSOURI	87	79	11	25	43.07	39.11	5.43	12.38
MONTANA	2	2	0	0	50.00	50.00	0.00	0.00
NEBRASKA	26	0	0	0	100.00	0.00	0.00	0.00
NEVADA	0	0	1	0	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	6	1	1	0	75.00	12.50	12.50	0.00
NEW JERSEY	21	40	28	2	23.08	43.96	30.77	2.20
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	58	59	154	5	21.72	18.73	57.68	1.87
NORTH CAROLINA	29	17	2	6	53.70	31.48	3.70	11.11
NORTH DAKOTA	0	1	5	0	0.00	16.67	83.33	0.00
OHIO	28	84	17	78	13.53	40.58	8.21	37.68
OKLAHOMA	4	7	0	1	33.33	58.33	0.00	8.33
OREGON	18	5	4	6	54.55	15.15	12.12	18.18
PENNSYLVANIA	14	46	159	2	6.33	20.81	71.95	0.90
PUERTO RICO	23	453	6	33	4.47	87.96	1.17	6.41
RHODE ISLAND	2	7	8	0	11.76	41.18	47.06	0.00
SOUTH CAROLINA	17	11	13	5	36.96	23.91	28.26	10.87
SOUTH DAKOTA	2	1	18	0	9.52	4.76	85.71	0.00
TENNESSEE	28	38	6	30	27.45	37.25	5.88	29.41
TEXAS	95	54	42	51	39.26	22.31	17.36	21.07
UTAH	2	2	1	1	33.33	33.33	16.67	16.67
VERMONT	4	2	0	1	57.14	28.57	0.00	14.29
VIRGINIA	27	20	6	4	47.37	35.09	10.53	7.02
WASHINGTON	14	17	0	0	45.16	54.84	0.00	0.00
WEST VIRGINIA	3	23	8	0	8.82	67.65	23.53	0.00
WISCONSIN	189	16	10	0	87.91	7.44	4.65	0.00
WYOMING	5	0	1	0	83.33	0.00	16.67	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	2	0	0	0	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5	0	3	0	62.50	0.00	37.50	0.00
U.S. & INSULAR AREAS	1,312	1,870	952	482	28.42	40.51	20.62	10.44

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3	2	1	67	4.11	2.74	1.37	91.78
ALASKA	2	0	0	0	100.00	0.00	0.00	0.00
ARIZONA	0	0	0	101	0.00	0.00	0.00	100.00
ARKANSAS	8	0	3	4	53.33	0.00	20.00	26.67
CALIFORNIA	254	278	19	0	46.10	50.45	3.45	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	15	27	44	9	15.79	28.42	46.32	9.47
DELAWARE	0	3	2	0	0.00	60.00	40.00	0.00
DISTRICT OF COLUMBIA	0	0	19	0	0.00	0.00	100.00	0.00
FLORIDA	1	24	17	127	0.59	14.20	10.06	75.15
GEORGIA	4	0	0	5	44.44	0.00	0.00	55.56
HAWAII	0	0	0	0	-	-	-	-
IDAHO	4	3	0	291	1.34	1.01	0.00	97.65
ILLINOIS	4	10	18	46	5.13	12.82	23.06	58.97
INDIANA	0	0	12	0	0.00	0.00	100.00	0.00
IOWA	0	21	0	6	0.00	100.00	0.00	0.00
KANSAS	0	0	1	1	0.00	80.00	10.00	10.00
KENTUCKY	2	3	10	13	7.14	10.71	35.71	46.43
LOUISIANA	23	23	20	30	23.96	23.96	20.83	31.25
MAINE	2	20	2	15	5.13	51.28	5.13	38.46
MARYLAND	14	1	8	52	18.67	1.33	10.67	69.33
MASSACHUSETTS	45	33	22	5	42.86	31.43	20.95	4.76
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	9	7	3	3	40.91	31.82	13.64	13.64
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	133	9	5	69	61.57	4.17	2.31	31.94
MONTANA	2	3	0	0	40.00	00.00	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	11	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	7	4	4	0	46.67	26.07	28.67	0.00
NEW JERSEY	13	54	3	6	17.11	71.05	3.95	7.89
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	58	423	72	18	10.16	74.08	12.61	3.15
NORTH CAROLINA	18	30	5	23	23.68	39.47	6.58	30.26
NORTH DAKOTA	0	0	1	0	0.00	0.00	100.00	0.00
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	1	1	0	0	50.00	50.00	0.00	0.00
OREGON	31	5	0	0	86.11	13.89	0.00	0.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	7	813	0	0.00	0.85	99.15	0.00
RHODE ISLAND	1	6	1	0	12.50	0.00	12.50	75.00
SOUTH CAROLINA	0	8	3	0	0.00	72.73	27.27	0.00
SOUTH DAKOTA	2	0	0	6	25.00	0.00	0.00	75.00
TENNESSEE	3	4	21	117	2.07	2.76	14.48	80.69
TEXAS	97	52	32	110	33.33	17.87	11.00	37.80
UTAH	0	0	0	1	0.00	0.00	0.00	100.00
VERMONT	5	0	0	0	100.00	0.00	0.00	6.00
VIRGINIA	20	7	40	7	27.03	9.48	54.05	9.46
WASHINGTON	53	68	5	0	42.06	53.97	3.97	0.00
WEST VIRGINIA	1	3	0	2	16.67	50.00	0.00	33.33
WISCONSIN	0	0	0	23	0.00	0.00	0.00	100.00
WYOMING	8	2	1	0	72.73	18.18	9.09	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	1	0	1	0.00	50.00	0.00	50.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	844	1,144	1,207	1,169	19.34	26.21	27.66	26.79

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1983–1984

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	22	5	17	0	50.00	11.36	38.64	0.00
ALASKA	1	2	0	0	33.33	66.67	0.00	0.00
ARIZONA	17	2	20	0	43.59	5.13	51.28	0.00
ARKANSAS	5	0	1	0	83.33	0.00	16.67	0.00
CALIFORNIA	72	67	1	0	51.43	47.86	0.71	0.00
COLORADO	10	2	2	0	71.43	14.29	14.29	0.00
CONNECTICUT	11	12	26	1	22.00	24.00	52.00	2.00
DELAWARE	1	0	0	0	100.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	4	3	0	0	57.14	42.86	0.00	0.00
FLORIDA	29	3	19	0	56.86	5.88	37.25	0.00
GEORGIA	9	0	1	0	90.00	0.00	10.00	0.00
HAWAII	0	2	0	0	0.00	100.00	0.00	0.00
IDAHO	5	3	7	0	33.33	20.00	46.67	0.00
ILLINOIS	14	31	44	0	15.73	34.83	49.44	0.00
INDIANA	11	0	12	0	47.83	0.00	52.17	0.00
IOWA	9	2	0	0	81.82	18.18	0.00	0.00
KANSAS	9	0	17	0	34.62	0.00	65.38	0.00
KENTUCKY	13	2	5	0	65.00	10.00	25.00	0.00
LOUISIANA	32	7	27	0	48.48	10.61	40.91	0.00
MAINE	2	2	0	2	33.33	33.33	0.00	33.33
MARYLAND	11	2	60	0	15.07	2.74	82.19	0.00
MASSACHUSETTS	19	14	10	2	42.22	31.11	22.22	4.44
MICHIGAN	41	25	7	0	56.16	34.25	9.59	0.00
MINNESOTA	10	0	6	0	62.50	0.00	37.50	0.00
MISSISSIPPI	0	0	0	0	–	–	–	–
MISSOURI	66	12	26	8	58.93	10.71	23.21	7.14
MONTANA	5	0	6	0	45.45	0.00	54.55	0.00
NEBRASKA	0	0	22	0	0.00	0.00	100.00	0.00
NEVADA	2	0	0	0	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	10	7	0	0	58.82	41.18	0.00	0.00
NEW JERSEY	6	3	3	0	50.00	25.00	25.00	0.00
NEW MEXICO	–	–	–	–	–	–	–	–
NEW YORK	62	21	33	0	53.45	18.10	28.45	0.00
NORTH CAROLINA	23	1	35	1	38.33	1.67	58.33	1.67
NORTH DAKOTA	2	0	5	0	28.57	0.00	71.43	0.00
OHIO	37	18	35	0	41.11	20.00	38.89	0.00
OKLAHOMA	3	1	1	1	50.00	16.67	16.67	16.67
OREGON	19	0	7	0	73.08	0.00	26.92	0.00
PENNSYLVANIA	67	3	12	2	79.76	3.57	14.29	2.38
PUERTO RICO	166	102	1,320	1	10.45	6.42	83.07	0.06
RHODE ISLAND	3	1	4	0	37.50	12.50	50.00	0.00
SOUTH CAROLINA	19	0	13	0	59.37	0.00	40.62	0.00
SOUTH DAKOTA	3	0	4	0	42.86	0.00	57.14	0.00
TENNESSEE	20	2	36	2	33.33	3.33	60.00	3.33
TEXAS	53	19	10	0	64.63	23.17	12.20	0.00
UTAH	2	0	3	0	40.00	0.00	60.00	0.00
VERMONT	3	0	1	0	75.00	0.00	25.00	0.00
VIRGINIA	180	3	7	1	94.24	1.57	3.66	0.52
WASHINGTON	7	3	19	0	24.14	10.34	65.52	0.00
WEST VIRGINIA	14	0	1	0	93.33	0.00	6.67	0.00
WISCONSIN	19	[illegible]	22	0	42.22	8.89	48.89	0.00
WYOMING	1	0	3	0	25.00	0.00	75.00	0.00
AMERICAN SAMOA	0	0	0	0	–	–	–	–
GUAM	1	6	0	0	14.29	85.71	0.00	0.00
NORTHERN MARIANAS	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	7	0	0	0	100.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	1,157	392	1,910	21	33.25	11.26	54.89	0.60

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	0	3	9	0	0.00	25.00	75.00	0.00
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	1	0	0	0.00	100.00	0.00	0.00
CALIFORNIA	0	55	2	0	0.00	96.49	3.51	0.00
COLORADO	0	0	16	0	0.00	0.00	100.00	0.00
CONNECTICUT	0	0	3	0	0.00	0.00	100.00	0.00
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	12	3	0.00	0.00	80.00	20.00
FLORIDA	0	2	26	0	0.00	7.14	92.86	0.00
GEORGIA	0	1	1	0	0.00	50.00	50.00	0.00
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	1	2	22	0	4.00	8.00	88.00	0.00
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	4	0	0	0.00	100.00	0.00	0.00
KANSAS	0	0	118	0	0.00	0.00	100.00	0.00
KENTUCKY	0	0	2	0	0.00	0.00	100.00	0.00
LOUISIANA	1	1	0	0	50.00	50.00	0.00	0.00
MAINE	1	0	0	0	100.00	0.00	0.00	0.00
MARYLAND	1	1	16	0	5.56	5.56	88.89	0.00
MASSACHUSETTS	3	3	2	1	33.33	33.33	22.22	11.11
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	3	0	0.00	0.00	100.00	0.00
MISSISSIPPI	0	0	0	1	0.00	0.00	0.00	100.00
MISSOURI	0	3	1	0	0.00	75.00	25.00	0.00
MONTANA	0	0	3	0	0.00	0.00	100.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	3	0	0.00	0.00	100.00	0.00
NEW JERSEY	0	0	2	1	0.00	0.00	66.67	33.33
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	9	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	2	0	5	0	28.57	0.00	71.43	0.00
NORTH DAKOTA	0	0	6	0	0.00	0.00	100.00	0.00
OHIO	0	0	2	0	0.00	0.00	100.00	0.00
OKLAHOMA	0	2	0	0	0.00	100.00	0.00	0.00
OREGON	2	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	0	2	2	0	0.00	50.00	50.00	0.00
PUERTO RICO	1	18	0	0	5.26	94.74	0.00	0.00
RHODE ISLAND	0	0	7	0	0.00	0.00	100.00	0.00
SOUTH CAROLINA	1	0	0	0	100.00	0.00	0.00	0.00
SOUTH DAKOTA	0	0	6	0	0.00	0.00	100.00	0.00
TENNESSEE	0	1	0	0	0.00	100.00	0.00	0.00
TEXAS	1	2	15	0	5.56	11.11	83.33	0.00
UTAH	0	0	0	0	-	-	-	-
VERMONT	1	0	0	2	33.33	0.00	0.00	66.67
VIRGINIA	0	1	0	1	0.00	50.00	0.00	50.00
WASHINGTON	0	1	11	6	0.00	8.33	91.67	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	2	5	0	0.00	28.57	71.43	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	0	0	3	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	15	105	313	9	3.39	23.76	70.81	2.04

DATA AS OF OCTOBER 1, 1985.

Table GC4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1983-1984

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	0	0	0	0	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	6	6	1	3	37.50	37.50	6.25	18.75
DELAWARE	0	0	1	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	694	58	5	0	91.68	7.66	0.66	0.00
LOUISIANA	40	0	0	0	100.00	0.00	0.00	0.00
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	46	55	0	40	32.62	39.01	0.00	28.37
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	225	0	0	0.00	100.00	0.00	0.00
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	0	0	0	0	-	-	-	-
WASHINGTON	0	0	0	0	-	-	-	-
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	6	0	0	0	100.00	0.00	0.00	0.00
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. & INSULAR AREAS	792	344	7	43	66.78	29.01	0.59	3.63

DATA AS OF OCTOBER 1, 1985.

Table GD1

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-21 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER 1984-85 - 1976-77	CHANGE IN NUMBER 1984-85 - 1983-84	PERCENT CHANGE IN NUMBER 1984-85 - 1976-77	PERCENT CHANGE IN NUMBER 1984-85 - 1983-84
ALABAMA	1,276,000	1,211,000	1,208,000	-68,000	-3,000	-5.33	-0.25
ALASKA	171,000	162,000	168,000	-3,000	6,000	-1.75	3.70
ARIZONA	788,000	675,000	693,000	105,000	16,000	13.32	2.06
ARKANSAS	704,000	699,000	699,000	-5,000	0	-0.71	0.00
CALIFORNIA	7,092,000	7,062,000	7,145,000	53,000	83,000	0.75	0.89
COLORADO	900,000	916,000	920,000	20,000	2,000	2.22	0.22
CONNECTICUT	1,021,000	665,000	850,000	-171,000	-15,000	-16.75	-1.73
DELAWARE	205,000	177,000	177,000	-28,000	0	-13.66	0.00
DISTRICT OF COLUMBIA	227,000	156,000	157,000	-70,000	-1,000	-30.84	-0.63
FLORIDA	2,525,000	2,690,000	2,726,000	201,000	36,000	7.98	1.34
GEORGIA	1,776,000	1,793,000	1,807,000	28,000	14,000	1.63	0.78
HAWAII	321,000	306,000	312,000	-9,000	4,000	-2.80	1.30
IDAHO	297,000	322,000	327,000	30,000	5,000	10.10	1.55
ILLINOIS	3,802,000	3,375,000	3,351,000	-451,000	-24,000	-11.86	-0.71
INDIANA	1,854,000	1,670,000	1,660,000	-194,000	-10,000	-10.46	-0.60
IOWA	970,000	647,000	641,000	-129,000	-6,000	-13.30	-0.71
KANSAS	763,000	699,000	700,000	-63,000	1,000	-8.26	0.14
KENTUCKY	1,181,000	1,138,000	1,128,000	-53,000	-10,000	-4.49	-0.88
LOUISIANA	1,444,000	1,436,000	1,434,000	-10,000	-2,000	-0.69	-0.14
MAINE	368,000	340,000	338,000	-30,000	-2,000	-8.15	-0.59
MARYLAND	1,437,000	1,236,000	1,226,000	-209,000	-10,000	-14.54	-0.81
MASSACHUSETTS	1,930,000	1,595,000	1,576,000	-354,000	-19,000	-18.34	-1.19
MICHIGAN	3,297,000	2,773,000	2,743,000	-524,000	-30,000	-16.04	-1.08
MINNESOTA	1,393,000	1,227,000	1,219,000	-174,000	-8,000	-12.49	-0.65
MISSISSIPPI	882,000	851,000	848,000	-34,000	-3,000	-3.85	-0.35
MISSOURI	1,587,000	1,436,000	1,436,000	-151,000	-2,000	-9.51	-0.14
MONTANA	265,000	244,000	244,000	-21,000	0	-7.92	0.00
NEBRASKA	528,000	474,000	474,000	-54,000	0	-10.23	0.00
NEVADA	211,000	248,000	251,000	40,000	3,000	18.96	1.21
NEW HAMPSHIRE	281,000	277,000	276,000	-3,000	1,000	-1.07	0.36
NEW JERSEY	2,398,000	2,676,000	2,050,000	-348,000	-26,000	-14.51	-1.25
NEW MEXICO	447,000	453,000	457,000	10,000	4,000	2.24	0.88
NEW YORK	5,614,000	4,941,000	4,894,000	-920,000	-47,000	-15.62	-0.96
NORTH CAROLINA	1,883,000	1,803,000	1,799,000	-84,000	-4,000	-4.46	-0.22
NORTH DAKOTA	230,000	205,000	206,000	-24,000	1,000	-10.43	0.49
OHIO	3,687,000	3,182,000	3,153,000	-534,000	-29,000	-14.48	-0.91
OKLAHOMA	906,000	874,000	968,000	62,000	6,000	6.84	0.62
OREGON	752,000	749,000	749,000	-3,000	0	-0.40	0.00
PENNSYLVANIA	3,793,000	3,262,000	3,217,000	-576,000	-45,000	-15.19	-1.38
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	308,000	260,000	258,000	-50,000	-2,000	-16.23	-0.77
SOUTH CAROLINA	1,035,000	1,024,000	1,021,000	-14,000	-3,000	-1.35	-0.29
SOUTH DAKOTA	241,000	215,000	216,000	-25,000	1,000	-10.37	0.47
TENNESSEE	1,413,000	1,376,000	1,369,000	-44,000	-9,000	-3.11	-0.65
TEXAS	4,446,000	4,903,000	4,953,000	507,000	50,000	11.40	1.02
UTAH	481,000	603,000	622,000	141,000	19,000	29.31	3.15
VERMONT	168,000	156,000	156,000	-12,000	0	-7.14	0.00
VIRGINIA	1,754,000	1,618,000	1,620,000	-134,000	2,000	-7.64	0.12
WASHINGTON	1,217,000	1,229,000	1,236,000	19,000	7,000	1.56	0.57
WEST VIRGINIA	592,000	577,000	569,000	-23,000	-8,000	-3.89	-1.39
WISCONSIN	1,613,000	1,416,000	1,403,000	-210,000	-15,000	-13.02	-1.06
WYOMING	136,000	161,000	640,000	504,000	479,000	370.59	297.52
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	72,782,000	68,317,000	68,694,001	-4,087,999	377,001	-5.62	0.55
50 STATES AND D.C.	72,782,000	68,317,000	68,694,001	-4,087,999	377,001	-5.62	0.55

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1983-84 AND 1984-85, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1985.

Table GD2

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-5 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER 1984-85 - 1976-77	CHANGE IN NUMBER 1984-85 - 1983-84	PERCENT CHANGE IN NUMBER 1984-85 - 1976-77	PERCENT CHANGE IN NUMBER 1984-85 - 1983-84
ALABAMA	175,341	166,000	166,932	-8,409	932	-4.80	0.56
ALASKA	24,068	24,000	25,417	1,349	1,417	5.60	5.90
ARIZONA	120,127	126,000	129,900	9,773	3,900	8.14	3.10
ARKANSAS	101,569	100,000	100,795	-774	795	-0.76	0.80
CALIFORNIA	909,219	967,000	985,293	76,074	18,293	8.37	1.89
COLORADO	129,145	125,000	126,692	6,548	1,692	5.45	1.35
CONNECTICUT	113,358	100,000	97,341	-16,017	-2,659	-14.13	-2.66
DELAWARE	25,241	21,000	21,439	-3,801	439	-15.06	2.09
DISTRICT OF COLUMBIA	27,938	17,000	17,476	-10,462	476	-37.45	2.80
FLORIDA	344,352	337,000	344,580	228	7,580	0.07	2.25
GEORGIA	249,132	237,000	240,006	-9,127	3,006	-3.66	1.27
HAWAII	45,097	44,000	44,785	-312	785	-0.69	1.78
IDAHO	44,631	55,000	56,107	11,476	1,107	25.71	2.01
ILLINOIS	499,178	458,000	458,319	-40,858	319	-8.19	0.07
INDIANA	246,507	229,000	229,325	-17,182	325	-6.97	0.14
IOWA	118,766	119,000	119,605	839	605	0.71	0.51
KANSAS	96,784	100,000	101,792	5,008	1,792	5.17	1.79
KENTUCKY	162,249	158,000	157,824	-4,425	-176	-2.73	-0.11
LOUISIANA	198,917	295,000	206,421	7,503	1,421	3.77	0.69
MAINE	47,644	43,000	43,313	-4,331	313	-9.09	0.73
MARYLAND	164,831	143,000	142,193	-22,638	-807	-13.73	-0.56
MASSACHUSETTS	213,304	179,000	177,037	-36,267	-1,963	-17.00	-1.10
MICHIGAN	413,467	361,000	359,211	-54,255	-1,789	-13.12	-0.59
MINNESOTA	166,645	163,000	163,460	-3,185	460	-1.91	0.28
MISSISSIPPI	130,900	122,000	122,866	-8,034	866	-6.14	0.71
MISSOURI	205,393	193,000	194,177	-11,216	1,177	-5.46	0.61
MONTANA	35,214	36,000	36,881	1,667	881	4.73	2.45
NEBRASKA	69,511	69,000	69,382	-128	382	-0.18	0.55
NEVADA	27,838	33,000	33,244	5,405	244	19.42	0.74
NEW HAMPSHIRE	34,881	35,000	35,196	316	196	0.90	0.56
NEW JERSEY	290,746	255,000	252,107	-38,639	-2,893	-13.29	-1.13
NEW MEXICO	64,122	65,000	66,488	2,286	1,488	3.57	2.17
NEW YORK	702,865	618,000	613,067	-89,798	-4,933	-12.78	-0.80
NORTH CAROLINA	252,156	230,009	230,883	-21,273	883	-8.44	0.38
NORTH DAKOTA	30,231	31,000	31,210	979	210	3.24	0.68
OHIO	470,129	426,000	424,593	-45,536	-1,407	-9.69	-0.33
OKLAHOMA	126,173	141,000	142,198	16,024	1,198	12.70	0.85
OREGON	98,561	110,006	110,649	12,088	649	12.26	0.59
PENNSYLVANIA	460,377	406,000	402,752	-57,626	-3,248	-12.52	-0.80
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	35,362	30,000	30,099	-5,263	99	-14.88	0.33
SOUTH CAROLINA	144,888	136,000	136,971	-7,918	971	-5.46	0.71
SOUTH DAKOTA	32,481	32,000	32,587	106	587	0.33	1.83
TENNESSEE	192,024	184,000	183,643	-8,381	-357	-4.36	-0.19
TEXAS	634,321	708,000	722,076	87,755	14,076	13.83	1.99
UTAH	81,356	116,000	121,556	40,200	5,556	49.41	4.79
VERMONT	20,524	20,000	19,782	-741	-218	-3.61	-1.09
VIRGINIA	216,877	209,000	200,498	-16,379	498	-7.55	0.25
WASHINGTON	147,905	171,000	173,820	25,915	2,820	17.52	1.65
WEST VIRGINIA	84,025	84,000	83,437	-587	-563	-0.70	-0.67
WISCONSIN	192,191	187,000	186,061	-6,130	-939	-3.19	-0.50
WYOMING	19,946	27,000	112,359	92,413	85,359	463.31	316.14
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	9,429,510	9,142,000	9,283,768	-145,742	141,768	-1.55	1.55
50 STATES AND D.C.	9,429,510	9,142,000	9,283,768	-145,742	141,768	-1.55	1.55

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1983-84 AND 1984-85, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1985.

Table GD3

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 6-17 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER 1984-85 - 1976-77	CHANGE IN NUMBER 1984-85 - 1983-84	PERCENT CHANGE IN NUMBER 1984-85 - 1976-77	PERCENT CHANGE IN NUMBER 1984-85 - 1983-84
ALABAMA	812,953	765,000	769,068	-43,885	4,068	-5.40	0.53
ALASKA	102,411	97,000	100,583	-1,828	3,583	-1.78	3.69
ARIZONA	490,548	549,000	567,100	76,552	18,100	15.61	3.30
ARKANSAS	450,431	444,000	448,205	-2,226	4,205	-0.49	0.95
CALIFORNIA	4,446,498	4,323,000	4,404,707	-41,791	81,707	-0.94	1.89
COLORADO	551,093	559,000	566,308	15,215	7,308	2.76	1.31
CONNECTICUT	671,319	543,000	531,659	-139,660	-11,341	-20.80	-2.09
DELAWARE	128,764	108,000	107,561	-21,204	-439	-16.47	-0.41
DISTRICT OF COLUMBIA	136,585	91,000	90,524	-46,061	-476	-33.72	-0.52
FLORIDA	1,586,530	1,684,000	1,719,420	132,890	35,420	8.38	2.10
GEORGIA	1,120,109	1,117,000	1,128,994	8,885	11,994	0.79	1.07
HAWAII	191,110	184,000	187,215	-3,895	3,215	-2.04	1.75
IDAHO	186,590	204,000	209,893	23,303	5,893	12.49	2.89
ILLINOIS	2,429,966	2,104,000	2,106,681	-323,285	2,681	-13.30	0.13
INDIANA	1,182,681	1,043,000	1,043,675	-139,006	675	-11.75	0.06
IOWA	632,399	533,000	535,395	-97,004	2,395	-15.34	0.45
KANSAS	473,180	425,000	431,208	-41,972	6,208	-8.87	1.46
KENTUCKY	746,989	711,000	710,176	-36,014	-824	-4.93	-0.12
LOUISIANA	923,076	900,000	905,579	-17,496	5,579	-1.90	0.62
MAINE	237,130	215,000	214,687	-22,443	-313	-9.46	-0.15
MARYLAND	928,271	766,000	758,807	-169,464	-7,193	-18.26	-0.94
MASSACHUSETTS	1,242,391	978,000	966,962	-275,428	-11,038	-22.17	-1.13
MICHIGAN	2,095,777	1,749,000	1,737,789	-357,988	-11,211	-17.08	-0.64
MINNESOTA	898,231	760,000	762,540	-135,691	2,540	-15.11	0.33
MISSISSIPPI	562,604	541,000	544,134	-18,470	3,134	-3.28	0.58
MISSOURI	1,003,075	890,000	897,823	-105,252	7,823	-10.49	0.88
MONTANA	169,330	155,000	157,119	-12,211	2,119	-7.21	1.37
NEBRASKA	332,339	292,000	295,618	-36,721	3,618	-11.05	1.24
NEVADA	135,073	154,000	157,756	22,683	3,756	16.79	2.44
NEW HAMPSHIRE	183,785	174,000	175,804	-7,981	1,804	-4.34	1.04
NEW JERSEY	1,587,994	1,322,006	1,308,893	-279,101	-13,107	-17.58	-0.99
NEW MEXICO	280,878	284,000	288,592	7,714	4,592	2.75	1.62
NEW YORK	3,793,733	3,085,000	3,060,933	-732,800	-24,087	-19.32	-0.78
NORTH CAROLINA	1,181,836	1,118,000	1,121,117	-60,719	3,117	-5.14	0.28
NORTH DAKOTA	144,042	127,000	129,790	-14,252	2,790	-9.89	2.20
OHIO	2,355,041	1,997,000	1,989,407	-365,634	-7,593	-15.53	-0.38
OKLAHOMA	564,589	602,000	604,802	40,213	2,802	7.12	0.47
OREGON	478,903	473,000	478,351	-552	5,351	-0.12	1.13
PENNSYLVANIA	2,454,642	2,060,000	2,041,248	-413,394	-18,752	-16.84	-0.91
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	198,207	161,000	159,901	-39,306	-1,099	-19.73	-0.68
SOUTH CAROLINA	645,989	638,000	640,029	-5,959	2,029	-0.92	0.32
SOUTH DAKOTA	151,333	133,000	136,413	-14,920	3,413	-9.86	2.57
TENNESSEE	899,154	867,000	867,357	-31,797	357	-3.54	0.04
TEXAS	2,779,661	3,046,000	3,106,924	327,263	60,924	11.77	2.00
UTAH	286,294	366,000	381,444	95,150	15,444	33.24	4.22
VERMONT	108,007	96,000	96,218	-11,789	218	-10.91	0.23
VIRGINIA	1,090,582	986,000	990,501	-100,081	4,501	-9.17	0.46
WASHINGTON	776,411	766,000	778,180	1,769	12,180	0.23	1.59
WEST VIRGINIA	380,112	372,000	369,563	-10,549	-2,437	-2.78	-0.66
WISCONSIN	1,043,493	882,000	878,939	-164,554	-3,061	-15.77	-0.35
WYOMING	84,744	101,000	419,641	334,897	318,641	395.18	315.49
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	46,337,802	42,540,000	43,081,232	-3,256,570	541,232	-7.03	1.27
50 STATES AND D.C.	46,337,802	42,540,000	43,081,232	-3,256,570	541,232	-7.03	1.27

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1983-84 AND 1984-85, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1985.

Table GD4

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 18-21 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER 1984-85 - 1976-77	CHANGE IN NUMBER 1984-85 - 1983-84	PERCENT CHANGE IN NUMBER 1984-85 - 1976-77	PERCENT CHANGE IN NUMBER 1984-85 - 1983-84
ALABAMA	267,706	280,000	272,000	-15,706	-8,000	-5.46	-2.86
ALASKA	44,521	41,000	42,000	-2,521	1,000	-5.66	2.44
ARIZONA	177,325	200,000	196,000	18,675	-4,000	10.53	-2.00
ARKANSAS	152,000	155,000	150,000	-2,000	-5,000	-1.32	-3.23
CALIFORNIA	1,736,283	1,792,000	1,755,000	18,717	-37,000	1.08	-2.06
COLORADO	228,763	234,000	227,000	-1,763	-7,000	-0.77	-2.99
CONNECTICUT	236,324	222,000	221,000	-15,324	-1,000	-6.48	-0.45
DELAWARE	50,995	48,000	48,000	-2,995	0	-5.87	0.00
DISTRICT OF COLUMBIA	62,477	50,000	49,000	-13,477	-1,000	-21.57	-2.00
FLORIDA	594,118	669,000	662,000	67,882	-7,000	11.43	-1.05
GEORGIA	408,759	439,000	438,000	29,241	-1,000	7.15	-0.23
HAWAII	84,792	80,000	80,000	-4,792	0	-5.65	0.00
IDAHO	65,779	63,000	61,000	-4,779	-2,000	-7.26	-3.17
ILLINOIS	872,850	813,000	786,000	-86,850	-27,000	-9.95	-3.32
INDIANA	424,812	398,000	387,000	-37,812	-11,000	-8.90	-2.76
IOWA	216,835	195,000	166,000	-32,835	-9,000	-15.00	-4.62
KANSAS	193,036	174,000	167,000	-26,036	-7,000	-13.49	-4.02
KENTUCKY	271,761	269,000	260,000	-11,761	-9,000	-4.33	-3.35
LOUISIANA	322,007	331,000	322,000	-7	-9,000	0.00	-2.72
MAINE	83,226	82,000	80,000	-3,226	-2,000	-3.88	-2.44
MARYLAND	343,897	329,000	327,000	-16,897	-2,000	-4.91	-0.61
MASSACHUSETTS	474,305	438,000	432,000	-42,305	-6,000	-8.92	-1.37
MINNESOTA	328,124	304,000	293,000	-35,124	-11,000	-10.70	-3.62
MISSISSIPPI	186,496	188,000	181,000	-7,496	-7,000	-3.98	-3.72
MISSOURI	376,532	355,000	344,000	-34,532	-11,000	-9.12	-3.10
MONTANA	68,456	53,000	50,000	-18,450	-3,000	-17.30	-5.66
NEBRASKA	126,150	113,000	109,000	-17,150	-4,000	-13.60	-3.54
NEVADA	46,088	61,000	60,000	11,912	-1,000	24.77	-1.64
NEW HAMPSHIRE	82,335	88,000	87,000	4,665	-1,000	7.46	-1.47
NEW JERSEY	519,260	499,000	489,000	-30,260	-10,000	-5.83	-2.00
NEW MEXICO	102,000	104,000	102,000	0	-2,000	0.00	-1.92
NEW YORK	1,317,403	1,238,000	1,220,000	-97,403	-18,000	-7.39	-1.45
NORTH CAROLINA	449,006	455,000	447,000	-2,006	-8,000	-0.45	-1.76
NORTH DAKOTA	55,727	47,000	45,000	-10,727	-2,000	-19.25	-4.26
OHIO	861,830	759,000	739,000	-122,830	-20,000	-14.25	-2.64
OKLAHOMA	215,236	231,000	221,000	5,762	-10,000	2.68	-4.33
OREGON	174,536	166,000	160,000	-14,536	-6,000	-8.33	-3.61
PENNSYLVANIA	677,981	796,000	773,000	-104,981	-23,000	-11.96	-2.89
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	73,430	69,000	68,000	-5,430	-1,000	-7.40	-1.45
SOUTH CAROLINA	244,123	256,000	244,000	-123	-6,000	-0.05	-2.40
SOUTH DAKOTA	57,186	50,000	47,000	-10,186	-3,000	-17.81	-6.00
TENNESSEE	321,822	327,000	318,000	-3,822	-9,000	-1.19	-2.75
TEXAS	1,032,018	1,149,000	1,124,000	91,982	-25,000	6.91	-2.18
UTAH	113,350	121,000	119,000	5,650	-2,000	4.98	-1.65
VERMONT	39,470	40,000	40,000	530	0	1.34	0.00
VIRGINIA	446,620	432,000	429,000	-17,620	-3,000	-3.95	-0.69
WASHINGTON	292,683	292,000	284,000	-8,683	-8,000	-2.97	-2.74
WEST VIRGINIA	127,864	121,000	116,000	-11,864	-5,000	-9.28	-4.13
WISCONSIN	377,316	349,000	338,000	-39,316	-11,000	-10.42	-3.15
WYOMING	31,309	33,000	106,000	76,691	75,000	244.94	227.27
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	17,014,666	16,635,000	16,329,000	-665,666	-306,000	-4.03	-1.84
50 STATES AND D.C.	17,014,666	16,635,000	16,329,000	-665,666	-306,000	-4.03	-1.84

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1985.

Table GD5

ENROLLMENT
BY STATE FOR 5-17 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1983-84	NUMBER 1984-85	CHANGE IN NUMBER 1984-85 - 1976-77	CHANGE IN NUMBER 1984-85 - 1983-84	PERCENT CHANGE IN NUMBER 1984-85 - 1976-77	PERCENT CHANGE IN NUMBER 1984-85 - 1983-84
ALABAMA	752,507	721,901	711,000	-41,507	-10,901	-5.52	-1.51
ALASKA	91,190	98,206	94,000	2,810	-4,206	3.08	-4.28
ARIZONA	502,817	503,228	501,000	-1,817	-2,228	-0.36	-0.44
ARKANSAS	460,593	432,120	428,000	-32,593	-4,120	-7.08	-0.95
CALIFORNIA	4,380,300	4,230,547	4,105,000	-275,300	-125,547	-6.28	-2.97
COLORADO	570,000	542,196	542,000	-28,000	-198	-4.91	-0.04
CONNECTICUT	635,000	477,505	466,000	-169,000	-11,585	-26.61	-2.43
DELAWARE	122,273	91,406	90,000	-32,273	-1,406	-26.39	-1.54
DISTRICT OF COLUMBIA	125,848	86,653	86,000	-39,848	-653	-31.66	-0.75
FLORIDA	1,537,336	1,495,543	1,492,000	-45,336	-3,543	-2.95	-0.24
GEORGIA	1,095,142	1,050,859	1,044,000	-51,142	-6,859	-4.67	-0.65
HAWAII	174,943	162,241	163,000	-11,943	759	-6.82	0.47
IDAHO	200,005	206,352	207,000	6,995	640	3.50	0.31
ILLINOIS	2,238,129	1,853,316	1,812,000	-426,129	-41,316	-19.04	-2.23
INDIANA	1,163,179	984,384	973,000	-190,179	-11,384	-16.35	-1.16
IOWA	605,127	497,287	489,000	-116,127	-8,287	-19.19	-1.67
KANSAS	436,526	405,222	403,000	-33,526	-2,222	-7.68	-0.55
KENTUCKY	694,000	647,414	639,000	-55,000	-8,414	-7.93	-1.30
LOUISIANA	839,499	790,120	779,000	-60,499	-11,120	-7.21	-1.41
MAINE	248,822	209,753	207,000	-41,822	-2,753	-16.81	-1.31
MARYLAND	860,929	683,491	672,000	-188,929	-11,491	-21.94	-1.68
MASSACHUSETTS	1,172,000	878,844	852,000	-320,000	-26,844	-27.30	-3.05
MICHIGAN	2,035,703	1,735,681	1,702,000	-333,703	-33,681	-16.39	-1.95
MINNESOTA	862,591	705,242	689,000	-173,591	-16,242	-20.12	-2.30
MISSISSIPPI	510,209	467,744	461,000	-49,209	-6,744	-9.64	-1.44
MISSOURI	950,142	802,841	785,000	-165,142	-17,841	-17.38	-2.22
MONTANA	170,552	153,646	154,000	-16,552	354	-9.70	0.23
NEBRASKA	312,024	266,998	262,000	-50,024	-4,998	-16.03	-1.87
NEVADA	141,791	150,442	151,000	9,209	558	6.49	0.37
NEW HAMPSHIRE	175,496	159,030	157,000	-18,496	-2,030	-10.54	-1.28
NEW JERSEY	1,427,000	1,147,571	1,122,000	-305,000	-25,571	-21.37	-2.23
NEW MEXICO	284,719	269,711	268,000	-16,719	-1,711	-5.87	-0.63
NEW YORK	3,376,997	2,674,818	2,620,000	-758,997	-54,818	-22.46	-2.05
NORTH CAROLINA	1,191,316	1,089,606	1,079,000	-112,316	-10,606	-9.43	-0.97
NORTH DAKOTA	129,106	117,213	118,000	-11,106	787	-8.60	0.67
OHIO	2,249,440	1,827,300	1,786,000	-463,440	-41,300	-20.60	-2.26
OKLAHOMA	597,665	591,389	592,000	-5,665	611	-0.95	0.10
OREGON	474,707	447,109	443,000	-31,707	-4,109	-6.68	-0.92
PENNSYLVANIA	2,193,673	1,737,952	1,700,000	-493,673	-37,952	-22.50	-2.18
PUERTO RICO	688,592	709,135	-	-	-	-	-
RHODE ISLAND	172,373	136,180	133,000	-39,373	-3,180	-22.84	-2.34
SOUTH CAROLINA	620,711	604,553	599,000	-21,711	-5,553	-3.50	-0.92
SOUTH DAKOTA	148,080	123,060	122,000	-26,080	-1,060	-17.61	-0.86
TENNESSEE	841,974	822,057	814,000	-27,974	-8,057	-3.32	-0.98
TEXAS	2,822,754	2,989,796	3,022,000	199,246	32,204	7.06	1.08
UTAH	314,471	379,065	388,000	73,529	8,935	23.38	2.36
VERMONT	104,356	90,416	89,000	-15,356	-1,416	-14.72	-1.57
VIRGINIA	1,100,723	966,110	953,000	-147,723	-13,110	-13.42	-1.36
WASHINGTON	780,730	736,239	732,000	-48,730	-4,239	-6.24	-0.58
WEST VIRGINIA	404,771	371,251	367,000	-37,771	-4,251	-9.33	-1.15
WISCONSIN	945,337	774,646	760,000	-185,337	-14,646	-19.61	-1.89
WYOMING	90,587	100,965	102,000	11,413	1,035	12.60	1.03
AMERICAN SAMOA	9,950	10,124	-	-	-	-	-
GUAM	28,570	26,249	-	-	-	-	-
NORTHERN MARIANAS	-	4,499	-	-	-	-	-
TRUST TERRITORIES	-	41,347	-	-	-	-	-
VIRGIN ISLANDS	25,026	26,126	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	45,090,301	40,304,979	38,925,000	-6,165,301	-1,379,979	-13.67	-3.42
50 STATES AND D.C.	44,338,163	39,487,499	38,925,000	-5,413,163	-562,499	-12.21	-1.42

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS (NCES).

1984-85 DATA ARE ESTIMATES FROM NCES.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1985.

Table GE1

STATE GRANT AWARDS UNDER EHA-B

FISCAL YEARS 1977 TO 1986

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,776,498	9,199,597	14,638,340	16,142,271
ALASKA	490,567	490,576	1,141,091	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,310,460	9,480,690	10,712,944
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823	9,109,702
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,607,419	79,687,992
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380
CONNECTICUT	2,763,013	3,922,276	9,030,317	12,608,399	13,505,455
DELAWARE	622,204	778,246	1,099,113	2,388,519	2,703,088
DISTRICT OF COLUMBIA	668,848	668,848	668,048	889,169	668,848
FLORIDA	6,380,764	7,978,528	18,580,203	25,966,473	29,403,063
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400	22,520,969
HAWAII	836,262	836,262	1,580,030	2,152,962	2,383,302
IDAHO	781,714	895,985	2,630,753	3,636,051	3,969,749
ILLINOIS	10,221,515	14,912,002	33,570,710	46,144,147	48,727,517
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619
IOWA	2,634,753	3,293,313	8,020,410	11,886,752	13,165,923
KANSAS	2,060,933	2,561,060	5,220,452	7,017,628	8,348,480
KENTUCKY	3,098,951	3,890,946	8,853,680	12,917,126	14,627,089
LOUISIANA	3,775,472	5,860,310	12,809,566	18,697,366	18,032,390
MAINE	960,286	1,430,099	3,693,590	4,362,830	5,170,763
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726	20,435,211
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947	32,662,429
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,304
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,971
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510	6,771,565
NEVADA	599,425	599,425	1,585,588	2,272,986	2,457,972
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,939	2,032,877
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290
NEW YORK	15,738,278	15,782,022	33,590,847	48,613,157	44,986,897
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084	24,886,341
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340
OHIO	10,057,668	11,052,816	25,431,188	38,035,588	42,757,590
OKLAHOMA	2,354,029	2,848,682	7,528,703	11,954,145	13,416,260
OREGON	1,975,798	2,343,180	5,070,752	7,919,081	8,956,731
PENNSYLVANIA	10,378,532	13,806,578	26,303,162	36,715,448	39,702,260
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773	4,461,798
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460	3,477,474
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,832,244
SOUTH DAKOTA	698,770	698,770	1,314,050	1,987,349	2,104,369
TENNESSEE	3,707,002	5,812,671	14,768,369	22,953,867	20,742,74[illegible]
TEXAS	11,265,148	15,522,153	41,631,558	55,107,937	57,396,480
UTAH	1,213,089	2,857,060	5,485,978	7,307,831	7,988,859
VERMONT	539,113	539,113	844,581	2,113,595	2,301,143
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636	19,902,990
WASHINGTON	3,201,385	4,867,187	7,518,556	10,492,023	11,612,612
WEST VIRGINIA	1,567,670	2,078,384	4,589,105	6,481,990	7,459,786
WISCONSIN	4,348,328	4,348,328	8,772,588	12,368,991	14,370,398
WYOMING	470,988	470,988	1,162,321	1,866,912	2,088,365
AMERICAN SAMOA	188,598	228,445	456,910	498,032	541,859
GUAM	501,668	634,920	1,269,839	1,384,125	1,505,928
NORTHERN MARIANAS	–	–	167,523	182,688	198,669
TRUST TERRITORIES	578,813	732,554	1,297,586	1,414,369	1,538,833
VIRGIN ISLANDS	319,268	404,071	888,142	880,874	958,391
BUR. OF INDIAN AFFAIRS	1,951,287	2,493,437	5,582,918	7,916,796	8,658,416
U.S. & INSULAR AREAS	200,000,000	253,837,121	563,874,752	803,956,400	874,500,000

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-B PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES.

THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR; HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1985.

Table GE1

STATE GRANT AWARDS UNDER EHA-B

FISCAL YEARS 1977 TO 1986

STATE	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
ALABAMA	16,496,520	17,327,048	19,937,059	21,461,729	23,934,370
ALASKA	1,724,375	1,908,893	2,236,141	2,140,533	2,331,572
ARIZONA	10,967,770	11,717,476	12,552,869	13,004,666	13,738,979
ARKANSAS	9,870,620	10,616,820	11,254,792	11,667,090	12,147,342
CALIFORNIA	78,629,958	81,941,119	89,457,310	92,859,791	100,707,368
COLORADO	9,867,110	9,771,312	10,220,759	10,729,448	11,009,455
CONNECTICUT	13,989,814	14,533,536	15,591,792	16,046,273	16,932,313
DELAWARE	2,580,200	2,646,958	2,700,195	2,958,169	3,087,823
DISTRICT OF COLUMBIA	668,848	668,848	668,048	721,838	924,579
FLORIDA	29,958,710	32,555,626	36,582,960	38,548,912	42,377,283
GEORGIA	23,946,872	25,965,035	27,174,130	27,316,263	27,042,317
HAWAII	2,459,757	2,748,419	3,013,154	3,112,426	3,209,106
IDAHO	3,588,499	3,847,694	4,270,543	4,520,744	4,833,919
ILLINOIS	46,394,459	50,744,267	55,342,585	57,550,779	57,874,006
INDIANA	20,124,288	20,875,421	23,034,117	24,575,443	26,100,011
IOWA	13,183,570	12,908,320	13,708,073	14,383,703	15,475,012
KANSAS	8,546,625	9,346,142	10,402,665	10,571,072	10,750,929
KENTUCKY	14,837,741	15,876,225	17,340,486	18,375,056	19,522,495
LOUISIANA	16,717,880	17,480,965	19,953,569	20,751,738	20,827,240
MAINE	5,287,864	5,609,572	6,151,929	6,587,960	7,085,542
MARYLAND	20,798,023	20,656,394	21,822,760	22,704,279	24,020,468
MASSACHUSETTS	27,899,990	28,865,300	30,704,106	32,135,295	32,730,112
MICHIGAN	31,811,864	32,968,14[illegible]	36,019,044	37,838,405	40,982,800
MINNESOTA	17,542,553	17,772,234	19,075,061	20,173,856	21,793,425
MISSISSIPPI	9,861,845	10,989,764	12,145,053	12,992,048	13,835,787
MISSOURI	21,203,010	22,333,146	24,031,895	24,787,127	26,052,201
MONTANA	2,843,025	3,179,570	3,602,565	3,878,043	4,161,151
NEBRASKA	6,635,772	7,216,152	7,438,856	7,723,895	8,146,905
NEVADA	2,487,839	2,748,189	3,148,438	3,330,291	3,662,694
NEW HAMPSHIRE	2,082,632	2,692,052	2,991,598	3,460,597	3,844,075
NEW JERSEY	33,193,777	36,569,891	38,904,157	41,292,822	43,989,042
NEW MEXICO	5,150,089	5,502,359	6,400,197	6,863,252	7,555,990
NEW YORK	45,334,825	51,393,775	58,056,431	63,084,181	68,286,446
NORTH CAROLINA	25,055,649	26,573,110	28,614,388	30,347,826	31,564,054
NORTH DAKOTA	1,982,812	2,265,271	2,555,520	2,845,374	3,088,337
OHIO	42,797,405	45,477,980	47,625,233	49,365,918	52,235,203
OKLAHOMA	13,487,420	14,598,185	15,850,164	16,414,274	17,277,942
OREGON	8,709,409	9,237,319	10,171,533	10,682,064	11,529,234
PENNSYLVANIA	40,047,180	40,120,105	44,079,864	45,921,287	48,708,205
PUERTO RICO	5,246,490	6,162,201	8,451,500	8,765,576	10,658,769
RHODE ISLAND	3,704,335	4,123,318	4,491,699	4,621,255	4,938,070
SOUTH CAROLINA	15,014,786	15,642,014	17,439,6[illegible]5	18,335,655	19,513,793
SOUTH DAKOTA	2,095,357	2,512,827	2,799,823	2,902,287	3,386,408
TENNESSEE	20,556,479	23,226,739	25,922,642	26,366,517	26,525,904
TEXAS	56,938,595	61,223,065	67,641,488	72,130,200	76,892,921
UTAH	7,592,734	8,315,888	9,262,706	10,184,529	10,988,678
VERMONT	2,139,234	2,117,566	1,747,535	1,928,334	2,169,770
VIRGINIA	20,741,641	21,995,403	24,171,638	25,651,633	27,358,034
WASHINGTON	13,254,651	13,926,380	15,073,701	16,280,877	17,433,489
WEST VIRGINIA	7,790,840	8,848,501	10,192,346	10,648,844	11,562,682
WISCONSIN	14,811,634	15,933,283	17,312,072	18,335,912	19,698,437
WYOMING	2,134,188	2,230,071	2,437,332	2,616,694	2,629,885
AMERICAN SAMOA	541,859	469,660	513,494	538,767	572,170
GUAM	1,505,928	1,348,248	1,474,082	1,546,632	1,642,523
NORTHERN MARIANAS	198,669	229,301	250,701	263,040	279,349
TRUST TERRITORIES	1,538,833	1,755,333	1,919,160	2,013,617	2,138,460
VIRGIN ISLANDS	958,391	1,247,663	1,364,109	1,431,247	1,519,984
BUR. OF INDIAN AFFAIRS	8,658,416	9,217,901	10,078,218	10,582,921	11,239,059
U.S. & INSULAR AREAS	874,189,569	930,774,016	1,017,854,178	1,068,875,004	1,135,144,999

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-B PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES.

THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR; HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1985.

Notes for Appendix G

Sources: December 1, 1984, State Child Count Reports and FY 84 State-End-of-Year Reports. A dash in the tables indicates that the data were not available for the State.

Tables GB1, GB3 and GB4 - Teacher Employed Tables

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State did not distinguish between the two groups. The total FTE of teachers employed included teachers of adaptive physical education, early education handicapped, homebound, and gifted. The vocational education teachers reported were those teachers over and above Special Needs-Handicapped funded vocational education teachers.

2. California--In determining the FTE of special education teachers employed by handicapping condition, the State estimated the FTEs by using the ratio of pupils served by handicapping condition to the total number of pupils served, and applying the resulting factor to the total FTE of special education teachers. Actual data were not collected by the State, because California's teaching assignments are not categorized by handicapping condition.

3. Florida--The State reported students in the area of their major handicap, so no teachers of the multihandicapped were reported. The noncategorical teachers reported taught students with various handicaps although each child was categorized as having a particular handicap.

4. Georgia--The State combined teachers of the orthopedically impaired with teachers of the multihandicapped; the data were presented under the orthopedically impaired category. The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

5. Hawaii--The State combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category.

6. Illinois--The State reported counts of other health impaired teachers in the orthopedically impaired and noncategorical categories. The State also reported counts of the deaf-blind teachers in the deaf, visually handicapped, and multihandicapped categories.

7. Kansas--The State combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the multihandicapped category. The noncategorical teachers included 489.5 teachers of school aged students and 62.8 teachers of preschool students. Vocational education teachers and work-study coordinators were included in the FTE of special education teachers employed.

8. Michigan--The State combined teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category. The noncategorical teacher category included teachers of the preschool handicapped students. Included in the total of the FTE of special education teachers employed were teachers of the autistically impaired (86.3).

9. Minnesota--All vocational education teachers in the State are licensed to provide instruction to handicapped students; no data were available on the number of vocational teachers actually serving handicapped students.

10. Montana--The State utilizes a noncategorical service model in reporting data.

11. Nebraska--The number of personnel reported employed by the State was the number of certified personnel employed by local educational agencies.

12. New Jersey--In the past, the State attempted to collect data directly from the districts on the number of teachers by the handicapping conditions they served. The State felt that the accuracy of these data was questionable. In 1982-83, the State used a formula to approximate the actual distribution by handicap. This formula was found to be inappropriate after the reorganization of the New Jersey Division of Special Education and was revised in 1983-84. The new formula, based on the number of pupils in special classes, more appropriately represents the actual distribution of teachers by the handicapping conditions they serve.

13. North Carolina--The State has used the noncategorical teacher category for the first time. Much of the apparent decline in teachers of the mentally retarded is attributed to the use of the noncategorical handicapping condition.

14. North Dakota--The State reported preschool handicapped teachers in combination with their counts of noncategorical teachers.

15. Ohio--The State combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the category of deaf-blind.

16. Oregon--The State reported the same number of speech pathologists and teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish between the two groups. The noncategorical teacher category included instructors of pregnant and culturally-different students.

17. Pennsylvania--The number of teachers of special learning disabled students employed included teachers of the brain damaged. The FTE of special education teachers for several handicapping conditions changed substantially from 1982-83 to 1983-84. The changes are the result of confusion caused by differences in definitions and a shift in population from the private to public schools. For example, one large private school approved for brain damaged students closed, and most of the students were transferred to public schools. Since brain damage is not an approved public school category, the increase is reflected in other categories.

18. Utah--The State reported 63.6 psychologists and social workers with the FTE of special education teachers of the handicapped because, in Utah, psychologists and social workers may serve as teachers of the handicapped under certain conditions.

19. West Virginia--The State reported preschool teachers with their count of noncategorical teachers.

20. Wisconsin--The State combined teachers of the orthopedically impaired with teachers of the multihandicapped and teachers of the other health impaired; the data were presented under the orthopedically impaired category. The State's early childhood teachers were placed in the noncategorical teacher category.

21. American Samoa--The territory included all elementary and high school resource teachers in the count of noncategorical teachers.

22. Bureau of Indian Affairs--The Bureau reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in the calculation of the total of personnel as the Bureau could not distinguish between the two groups.

Table GB2 and GB5 - Other Personnel Employed Tables

1. In 1982-83 and 1983-84, the numbers of home and hospital staff were not reported separately; however, in 1976-77 the numbers of home and hospital staff were reported separately. The numbers of home and hospital staff in 1976-77 are reflected in the total staff figures for that year.

2. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State did not distinguish between the two groups. The State included psychometrists with psychologists, physical therapy assistants with physical therapists, bus driver aides with teacher aides, and coordinators with supervisors. The total FTE of personnel employed includes teachers of adaptive physical education, early education handicapped, homebound, and gifted.

3. Arkansas--The increase in 1983-84 in the number of personnel providing related services to the handicapped was because of a change in the State's funding formula; more personnel were employed because more funds were available.

4. California--According to the State, data on personnel staffing is prepared by individual teachers and other personnel. Teaching assignments in California are not categorized by handicapping condition, and due to the judgmental nature of determining assignments, data may not accurately convey assignments.

5. Florida--The FTE of total personnel employed included 458.21 other instructional staff.

6. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State did not distinguish between the two groups.

7. Hawaii--Other non-instructional staff included a clerk-typist assigned to special education and special services and 14.5 district resource teachers. The number of work-study coordinators reported did not include work-study counselors provided by the Hawaii Department of Social Services and Housing.

8. Illinois--The total number of personnel reported by the State included 3,882 other instructional personnel; these personnel included art therapists, daily living skills specialists, driver education instructors, guidance counselors, home economics teachers, interpreters for the deaf, music therapists, orientation and mobility specialists, and home-hospital instructors.

9. Kansas--The other non-instructional staff included 29.6 nurses, 25.8 instructors in media resource centers, 15 counselors, and 66.2 other personnel. Vocational educational teachers and work-study coordinators are included in the FTE of special education teachers employed.

10. Michigan--The State included directors of special education with the supervisors category. Other non-instructional staff included curriculum resource consultants (27.6), food service workers (123.4), attendance (33.37), and clerks/secretaries (720.26).

11. Nebraska--The number of personnel reported employed by the State was the number of certified personnel employed by local educational agencies.

12. Oregon--The State reported the same number of speech pathologists and teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish between the two groups. The State included counts of all vocational education teachers as data are not collected on the number of vocational teachers who teach only special education students.

13. Utah--The State reported 63.6 psychologists and social workers with the FTE of special education teachers of the handicapped because, in Utah, psychologists and social workers may serve as teachers of the handicapped under certain conditions.

14. Wisconsin--In 1981-82, Wisconsin began planning an emphasis on vocational education for the handicapped with training sessions during 1982-83. This initiative resulted in an increase in the number of vocational education staff reported in 1983-84.

15. Bureau of Indian Affairs--The Bureau reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel, as the Bureau could not distinguish between the two groups.

Table GB4 - Teachers Needed Tables

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel needed figure includes teachers of adaptive physical education, early handicapped education, homebound and gifted. The State included psychologists with psychometrists, physical therapist assistants with physical therapists, and coordinators with supervisors.

2. California--Data for this table were not available as of December 1, 1983. The SEA has funded a study to determine staffing needs in special education. This study will create a computer-based model to identify areas of teacher shortage, enabling corrective action with high schools and institutions of higher education. Until this model is in place (end of 1985-86), the SEA cannot provide accurate data on teachers needed.

3. Florida--The State reported students in the area of their major handicap, so no teachers of the multihandicapped were reported. The noncategorical teachers reported taught students with various handicaps although each child was categorized as having a particular handicap. The total FTE of personnel needed reflects additional teachers needed, teachers leaving who will be replaced, and the number of teachers not fully certified. These numbers have been compiled in this manner in order to determine what the needs for fully certified teachers would be.

4. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish between the two groups. The State combined teachers of the orthopedically impaired with teachers of the multihandicapped; the data were presented under the orthopedically impaired category.

5. Michigan--The State combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. The noncategorical teachers included teachers of students classified as pre-primary impaired.

6. Montana--The State utilizes a noncategorical service model in reporting data.

7. North Dakota--The State included preschool handicapped teachers in the noncategorical teacher category. The additional personnel needed include personnel from public schools, state schools and private schools.

8. Ohio--The State combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the deaf-blind category.

9. Oregon--The noncategorical teacher category included instructors of pregnant and culturally-different students.

10. Pennsylvania--The number of teachers of specific learning disabled students needed included teachers of the brain damaged.

11. Utah--The State reported needed psychologists and social workers with the FTE of needed special education teachers of the handicapped because, in Utah, psychologists and social workers may serve as teachers of the handicapped under certain conditions.

12. West Virginia--The State reported counts of the preschool handicapped with the noncategorical teacher category.

13. Wisconsin--The State combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. The State's early childhood teachers were reported as the noncategorical teachers.

14. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish between the two groups.

Table GB5 - Other Personnel Needed Tables

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel needed figure includes teachers of adaptive physical education, early handicapped education, homebound and gifted. The State included psychologists with psychometrists, physical therapists with physical therapist assistants, and coordinators with supervisors. The substantial changes that occurred between the FTE personnel reported for the 1982-83 and 1983-84 years is due to the fact that proration of State funds was in effect during the first report and funds were released during the second report, making teachers needed at that time fewer.

2. California--Data for this table were not available as of December 1, 1983. The SEA has funded a study to determine staffing needs in special education. This study will create a computer-based model to identify areas of teacher shortage, enabling corrective action with high schools and institutions of higher education. Until this model is in place (end of 1985-86), the SEA cannot provide accurate data on other personnel needed.

3. Florida--The total number of needed personnel reported by the State included 33 other instructional staff.

4. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

5. Illinois--The total number of personnel needed included 29.5 other needed instructional staff; these personnel included orientation and mobility specialists, counselors of the hearing impaired, art teachers, and music teachers.

6. Michigan--Directors of special education were included with the supervisors category. Other non-instructional staff included nurses (19), food service workers (23.4), transportation workers (11.1), attendants (13.6), clerks/secretaries (58.8), and curriculum resource consultants (3).

7. North Carolina--The State included bus monitors with other non-instructional staff.

8. North Dakota--The additional personnel needed included personnel from public schools, State schools and private schools.

9. Oregon--The State reported all vocational education teachers needed; no data were collected on the number of vocational education teachers who teach only special education students.

10. Utah--The State reported psychologists and social workers with the FTE of needed special education teachers of the handicapped because, in Utah, psychologists and social workers may serve as teachers of the handicapped under certain conditions.

11. Bureau of Indian Affairs--The Bureau reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Tables GC1-GC4 - LRE Tables

1. Arizona--Because of reporting variances among the local educational agencies, the State issued a standard definition of a resource room and a self-contained class. For the 1983-84 school year, this caused an increase of approximately 6,000 students reported in regular classrooms and a corresponding decrease of students reported in separate classrooms.

2. Arkansas--The changes from 1982-83 to 1983-84 in the number of children that received special education in separate classrooms and separate school facilities may be related, according to State officials, to a change in the State formula for funding special education. The new formula eliminated financial disincentives to separate classroom and separate school placements, thus resulting in significant increases in the number of children served in those settings.

3. California--The State included counts of children served in other educational environments with those served in regular classes; the data were presented under the regular classes categories. No data were collected under the noncategorical placement category.

4. Florida--The State included counts of hard of hearing students with counts of speech and hearing impaired students; the data were presented under the speech and hearing impaired category. Because the State reports students in the area of their major handicap, no students were reported in the multihandicapped or the noncategorical placement categories.

5. Georgia--The State combined counts of multihandicapped students with counts of orthopedically impaired students; the data were presented under the orthopedically impaired category. The number of children reported under the hard of hearing and deaf categories that received special education in separate classrooms and separate school facilities changed substantially from 1982-83 to 1983-84 because the State's definitions changed.

6. Idaho--The State count of students 18 to 21 years of age of all handicapping conditions served in other educational environments were students participating in vocational rehabilitation. Deaf-blind children other than those listed in separate school facilities were included by the State in the multihandicapped category.

7. Illinois--The State reported that the multihandicapped and noncategorical placement categories were not utilized in presenting data as the State reports children by primary handicap.

8. Indiana--The State did not include children ages 3 to 4 and 19 to 21 under any of the four placements because these age ranges are not covered by the State's special education mandate.

9. Kansas--The State combined counts of deaf-blind students with counts of multihandicapped students; the data were presented under the multihandicapped category.

10. Kentucky--During the 1983-84 school year, there was an increase in the number of students counted as noncategorical because Kentucky utilizes many teachers with learning and behavioral disordered (LBD) certification which allows them to teach emotionally disturbed and learning disabled students. These students were previously reported in the two mentioned categories (1982-83) and were later reported in the noncategorical category (1983-84).

11. Louisiana--During the 1983-84 school year, the State initiated a new concept in classroom services. As a result there were significant changes in the counts of several handicapping conditions between 1982-83 and 1983-84.

12. Michigan--The State combined counts of orthopedically impaired students with counts of other health impaired students; the data were presented under the orthopedically impaired category. Also included under the orthopedically impaired category were 389 autistic students.

13. Nebraska--The State reported that the deaf-blind student count was not collected as a separate category; data on deaf-blind students may be reported as multihandicapped. Autistic student counts were placed under the seriously emotionally disturbed category.

14. New Jersey--The number of pupils reported as speech impaired shifted from separate class to regular class between 1982-83 and 1983-84. In the past, some districts reported pupils who received speech in small groups under separate class. Such speech programs are more properly counted under regular class. The State modified the data collection forms in 1983-1984 so that these errors in reporting would not occur. Self-contained classes for communication handicapped pupils were still counted under separate class.

    The number of mentally retarded pupils decreased from 1982-83 to 1983-84. New State regulations changed the I.Q. cut-off for mentally retarded from 1.5 to 2.0 standard deviations below the mean. The number of mentally retarded pupils continues to decline and those remaining tend to be served more in special classes than in separate schools.

    The number of pupils classified as multiply handicapped decreased from 1982-83 to 1983-84. The State clarified the definition of multiply handicapped, stressing the interactive nature of the multiple handicapping conditions and the necessity of special programs designed to accommodate them. Child study teams responded by reassessing the severity of the problems and determining that, in many cases, classification and placement for a single handicap was more appropriate.

    In the past, the other health impaired category included pupils who were pregnant. Increasingly these programs are being moved from special education and are being incorporated into less restrictive alternative regular education programs.

    The number of deaf and hard of hearing pupils decreased in all program categories from 1982-83 to 1983-84 as children whose mothers had had Rubella during the late 1960's epidemic graduated. The number of visually handicapped pupils decreased because the pupils served by the Commission for the Blind under P.L. 89-313 were included in the 1982-83 report, but not in the 1983-84 report.

Several shifts in classifications and placements of handicapped children occurred between 1982-83 and 1983-84. A general shift from separate schools to separate classes occurred when the State instructions on completing the reporting form were clarified. For example, programs run by special services districts or commissions had been counted by districts under separate school in 1982-83. They are public school districts and, therefore, pupils in classes run by them were more appropriately counted under separate class in 1983-84. Also in 1982-83, almost 5,000 pupils reported under separate school were served by State agencies under P.L. 89-313. Pupils in State agencies were not included in the 1983-84 Report of Handicapped Children Receiving Special Education and Related Services.

15. New York--During the 1981-82 school year, New York modified its definition of handicapping conditions so that children with neurological impairments would be identified as learning disabled rather than other health impaired. The immediate effect was a reduction of the number of children reported as other health impaired from 29,396 in 1982-83 to 3,269 in 1983-84. Alternatively, the number of children reported as other health impaired increased from 3,269 in 1982-83 to 6,381 in 1983-84. Upon review of these data by the State, it was found that this change was a net result of an increase of 3,494 children reported by New York City as other health impaired and a decrease of 382 such children for the remainder of the State.

16. Ohio--The State combined counts of the orthopedically impaired students with counts of other health impaired students; the data were presented under the orthopedically impaired category.

17. Pennsylvania--The decrease in the number of mentally retarded and the increase in the number of specific learning disabled students reported in the 1983-84 data is a reflection of the expansion of LD programs and the more refined diagnostic procedures being utilized in the Commonwealth. The decrease in the number of speech impaired students in the 1983-84 data is a reflection of more accurate data collection. Only speech impaired gifted students in self-contained classes were to be included in this category and the figures in the 1983-84 data appear to be more accurate. The change in this category account for most of the difference in the totals from 1982-83 to 1983-84.

The increase in orthopedically impaired students and decrease in specific learning disabled students between 1982-83 and 1983-84 is a result of confusion generated by the differences in the Federal and State definitions utilized in the approved schools (private schools where students receive State support). The Pennsylvania School Code does not recognize either orthopedically impaired or specific learning disabled as approved categories for placement in private schools at State/local expense. Brain damaged is an approved category and many students whose primary handicap for placement and/or reimbursement purposes is brain damage display traits or conditions that could be included in the Federally defined categories of specific learning disabled or orthopedically impaired. The SEA traditionally included brain damaged students in the specific learning disabled category; however, most of the less severely handicapped students are now in the public school sector and those students in the private sector are the more severely disabled, both mentally and physically. Since the LEAs supply the information and they must choose from the categories on the form, more are choosing orthopedically impaired because a larger number of brain damaged students have a physical impairment.

The increase in deaf-blind and multihandicapped between 1982-83 and 1983-84 is a result of the same type of confusion resulting from differences in definitions described above. Students are placed using primary handicaps; therefore a blind student with a hearing impairment would be counted as blind on the Child Count whereas the school might consider the student deaf-blind or multihandicapped.

18. Vermont--The State reported that it does not collect information or mandate services for children ages 0 to 5.

19. Wisconsin--The State combined counts of orthopedically impaired students with counts of other health impaired students; the data were presented under the orthopedically impaired category.

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